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STATE OF MARYLAND

DEPARTMENT OF EDUCATION

Fifty-Sixth Annual Report

OF THE

Maryland.

State Board of Education

SHOWING CONDITION

OF THE

Public Schools of Maryland

FOR THE

YEAR ENDING JULY 31, 1922

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LETTER OF TRANSMITTAL

December 15, 1922.

HON. ALBERT C. RITCHIE,
Governor of Maryland,
Annapolis, Maryland.

My Dear Governor Ritchie

We herewith submit to you the Fifty-sixth Annual Report of the State Department of Education for the scholastic year ended July 31, 1922.

Respectfully,

HENRY M. FITZHUGH, President,
ALBERT S. COOK, Secretary,
MARY E. W. RISTEAU,
J. M. T. FINNEY,
THOMAS H. CHAMBERS,
STERLING GALT,
EMORY L. COBLENTZ,
STUART S. JANNEY.

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THE STATE PROGRAM OF 1922

ALBERT S. COOK, *State Superintendent of Schools*

The State School Program of 1922 was the result of careful study of the local needs throughout the State, conferences with county superintendents, supervisors, boards of education, teachers, and other interested citizens, and frequent discussions before various groups. As is usually the case with school programs, most of the items which were found to need improvement called for additional funds, either State or local. A study of school data from every county in the State revealed that the poorer counties had higher tax rates and a less well-trained teaching staff than the wealthier counties. The Ayres' Index Number, calculated for each county, showed that in attendance and financial support of schools, there is as much variation in Maryland between the highest and the lowest county as there is in the United States between the highest and the lowest state. One county ranked with South Carolina, and another had the same index as Montana.

The wealthier counties have three or four times as much wealth back of each child to be educated as the poorer counties; but in the distribution of the State school fund on the basis of the children of school age and the aggregate days of school attendance, a wealthy county receives as much money for each child as a poor county. If the State appropriation had been increased sufficiently to enable the poor counties to carry the new State program on a reasonable local tax rate, and the money distributed according to the usual plan of apportionment, an increase of more than $2,000,000 would have been required in the State appropriation. This increase was more than we could rightfully ask for or hope to get; so we adopted the *equalization fund* as a means of aiding the poorer counties to carry the new program, and the principle underlying this fund was thus stated to the people:

Any county that cannot carry the new minimum salary schedule for teachers on a county school tax levy of 67 cents on $100 *of assessed valuation, shall have such an allotment from the equalization fund as will enable the county to carry the program; provided that not less than 24 per cent of the current expense budget must be spent for purposes other than teachers' salaries.*

It was found that 15 of the 23 counties would share in the Equalization Fund, in amounts ranging from $1,000 to $35,000 for 1923, with a total of $234,000 for the 15 counties. Instead of increasing the State School Fund by $2,000,000, and distributing it on a pupil basis, we asked for an increase of $234,000, to be distributed to the communities that most needed help and in direct proportion to their school needs. The

amount hitherto distributed to other communities was not to be raised. All of these data, including the exact sum each county would receive from the Equalization Fund, and all other items of the State school budget were published in a "Do You Know" folder and widely distributed, and each county superintendent organized a publicity campaign to explain the principles back of the budget.

The educational implications of the Equalization Fund should be considered in connection with certain features of the government organization in Maryland. For instance, Maryland has a State Tax Commission whose function it is to equalize assessments in all the counties and to supervise the making by the local authorities, every five years, of a reassessment of all property in the State. Also, Baltimore City is a distinct school unit, working under a special charter, but all the schools in each county, whether in city, town, or rural section, are wholly, financially and otherwise, under the direction and control of a County Board of Education, working directly under the State school law.

The Equalization Fund is calculated from data furnished by each county superintendent of schools, who is secretary and treasurer of the county board of education. State aid is given also to approved high schools, for part-payment of certain salaries, for textbooks and materials of instruction, and for vocational, physical, and health education.

ADVANTAGES OF THE EQUALIZATION FUND

1. The Equalization Fund enables every county to pay the State minimum salaries on a reasonable local tax rate for schools, but does not forbid a county to pay more than the minimum, if it so desires, by levying a tax rate above 67 cents.

2. The amount of the Equalization Fund each county will receive is calculated every two years, and is written in the State School Budget, subject to approval by the State Legislature. The counties sharing in the fund can secure as many trained teachers as are available, and do not need to increase the local county tax rate for schools in order to meet the increased cost of these better qualified teachers. Three fourths of the counties which pay only the minimum salary schedule can compete on equal terms for their own local product of trained teachers.

3. The present State salary schedule requires that a *normal school graduate* who has charge of a one- or two-teacher rural school shall be paid a minimum salary $100 higher than she would receive as a grade teacher in a town or city school in the same county. This is a direct bonus to normal school graduates who elect to teach in the rural schools. There are many of these in the sparsely settled poorer counties.

4. A minimum State school year for white schools of 180 days is secured without hardship to the poorer communities; and, since teachers' salaries are on a yearly basis, payable in 10 monthly installments, many of the counties have a school year of 190 days or more, without any additional cost to the taxpayers.

5. A poor county shares in the Equalization Fund in direct proportion to the increases in the training and efficiency of the teaching corps and the increase in high school facilities and other educational opportunities for the children, because the cost of teachers' salaries in all schools is the main factor in determining each county's share. This is a strong point for a county superintendent to use in urging progressive school policies.

6. The Equalization Fund has made it possible to secure a total salary increase for well-trained teachers of almost half a million dollars, ranging from $150 to $700 per teacher.

7. Along with salary increases for teachers came salary increases for county superintendents, for supervisors, and for helping teachers; and a supervisory officer was provided in each county for every 40 teachers in the elementary schools, the State paying two thirds of the minimum salaries of county superintendents, supervisors, and helping teachers, and the *entire salary* of one school attendance officer for each county.

Large increases for the normal schools were voted; the budget for the State Department was increased; increases for textbooks, for vocational, physical, and health education were granted, and the entire budget was passed as requested, with a cut of only $23,000 out of a total of three and a half millions asked. All this was accomplished in a legislative year when the watchword of both political parties was *"reduction of taxes"*. Only five votes in the House and one in the Senate were cast against the final passage of the bill.

Provision was made for financing the budget by levying a direct public school tax of 11 cents in 1923 and 9 cents in 1924, as against 16 and 15 cents, respectively, in the two years previous. The remainder required is to come from General and Special Funds which the State receives from various sources. The amounts are shown below:

Source of Funds	Amount 1923	1924	
General Funds	$1,827,000	$1,545,463	
Public School Tax (11 cents)	1,650,000	1,350,000	(9 cents)
Special Funds		611,537	
Students' Fees, State Normal Schools	84,500	84,500	
Total	$3,561,500	$3,591,500	

Altogether Maryland's budget for public school purposes was increased by $717,270, or by twenty-six per cent, as shown below:

PURPOSE	Amount in Budget 1923	Budget 1924	Increase of 1923 over 1922
State Aid for Children of School Age in Counties and Baltimore City	$2,035,930	$2,022,015	*$ 9,570
State Aid to Approved High Schools	333,750	343,750	133,750
Equalization Fund—15 counties	234,733	270,245	234,733
State Aid to Approved Colored Industrial Schools	30,750	30,750	750
Part Payment of Salaries of County School Officials	150,000	170,000	90,000
Free Text Books	200,000	200,000	50,000
Materials of Instruction and School Supplies	50,000	50,000	.....
Vocational Education	15,000	15,000	10,000
Physical and Health Education	12,500	12,500	7,500
State Board of Education—expenses	1,000	1,000	1,000
State Department of Education	65,650	65,650	13,250
Bureau of Educational Measurements	12,000	12,000	12,000
Printing Annual Report	2,000	2,000	.....
Bureau of Publications and Printing	6,000	6,000	6,000
Examination and Certification of Teachers	2,500	2,500	2,500
Extension Courses for Teachers in Service	12,000	12,000	12,000
Consultant Architect	1,500	1,500	1,500
Normal Schools:			
Towson	149,500	149,500	59,670
Frostburg	37,500	37,500	17,500
Bowie	†44,687	23,090	†30,687
Pensions for Retired Teachers	80,000	80,000	44,000
Total	$3,477,000	$3,507,000	$717,270

*Decrease.
†Includes deficit on new dormitory and equipment.

By reason of the extensive and intensive school campaign of 1921-1922, the friends of education in Maryland are now thoroughly familiar with the needs of the schools and how those needs may be met. They know, and we shall see to it that they *do not forget*, that our *main objective* during the next four years is to improve the training of our teachers and thereby improve the quality of teaching:

1. By the improvement of the organization, administration, and supervision of schools.
2. By securing a larger attendance at our State normal schools.
3. By extension courses for teachers during the school year at State expense.
4. By promoting the attendance at summer schools.
5. By carrying out the provisions of the 1922 school law for more efficient supervision of both town and rural schools.

There are many minor problems that will from time to time engage the attention of the county superintendents and the members of the State Department, but there will be a continuous survey of the *results of teaching,* and the *relation of efficient administration and supervision* to the improvement of instruction.

The Department will make studies annually of attendance, age-grade distribution, per pupil costs, certification and salary of teachers, size of classes, educational index numbers for the counties, county tax rates, results of tests, and compliance with the requirements for the receipt of the Equalization Fund, with the purpose of stimulating competition among the counties to carry out the wisest educational procedure.

These studies are made jointly by the superintendents, supervisors, and members of the State Department staff, and the results are published, showing the order in which the counties rank on each important item. Competition between county school systems is an important factor in school improvement; no other element in school administration is quite so stimulating.

In all of this work, the State Department has had the enthusiastic support and assistance of the teachers, supervisors, and superintendents. *There is a very real desire to discover the weak points, and to apply the proper remedial measures.*

CHART A

1921 AND 1922 INDEX NUMBERS OF COUNTIES OF MARYLAND, ALL SCHOOLS

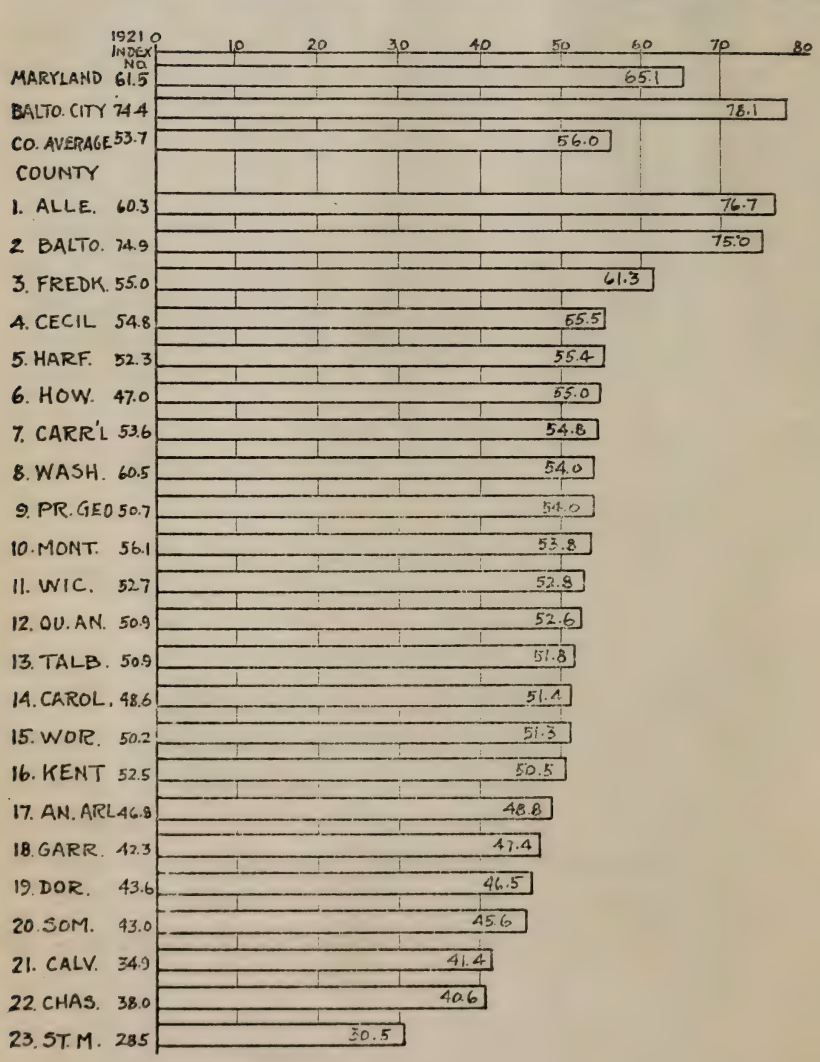
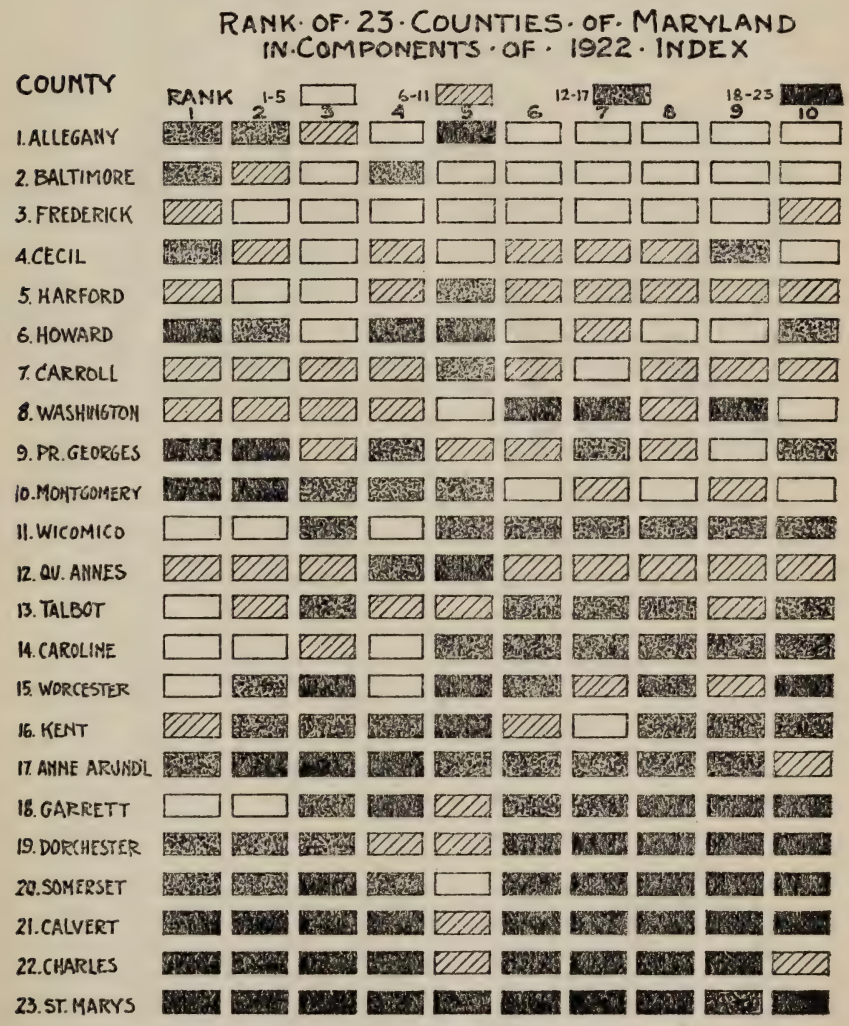


CHART B

RANK OF THE COUNTIES IN THE TEN COMPONENTS OF THE 1922 INDEX NUMBER FOR ALL SCHOOLS



Column
1. Children 5 and under 18 years in average attendance.
2. Average days attended by each child 5 and under 18 years.
3. Average days schools were open.
4. Per cent of attendance in high school.
5. Per cent of boys to girls in high school.
6. Total expenditure per child in average attendance.
7. Total expenditure per child 5 and under 18 years.
8. Total expenditure per teacher, principal and supervisor.
9. Expenditure other than salaries per child in attendance.
10. Average monthly salary per teacher, principal and supervisor.

PUBLIC SCOOLS IN MARYLAND, 1921-22

By Bessie C. Stern, *Statistician*

Maryland's School Index Number

All Schools

Maryland raised its index number* of school attendance and financial support for the school year 1922 to 65.1 for the State and 56.0 for the average county. A perfect score in the ten items making up the index number would be 100. This means that the State average gained 3.6 points over last year and the average county, 2.3 points. It will be remembered that the index number in 1918, when Maryland's rank was 34th among the states, was only 43.2. With the 1922 index number in 1918, Maryland would have ranked fifth among the states, but all of the states without doubt have made some progress since 1918, so that it is impossible at this time to estimate our present rank. (See Chart A, page 12, and Table I, page 246.)

While the greatest improvement since 1918 has been made in finances, school attendance, length of session, and attendance at high schools show an improvement also. The average county has increased its financial index number 23.5 points against an increase of 8 points in the educational items. Baltimore City, with a financial increase of 53.4 points, shows a gain of only 5.4 points in the educational items of the index number.

TABLE 1.

INDEX NUMBER OF SCHOOL EFFICIENCY.

Year	Educational Items.			Financial Items.		
	Average County.	Baltimore City.	State.	Average County.	Baltimore City.	State.
1918	51.2	56.7	53.2	29.3	40.8	33.1
1922	59.2	62.1	60.3	52.8	94.2	69.9
Increase	8.0	5.4	7.1	23.5	53.4	36.8

The counties ranking high in the index number naturally rank at the top in most of the ten items which go to make it up. This is true especially of the financial items, of length of session, and of high schools. (See Chart B, page 13, and Table II, page 247.. It will be noted that most of the white bars are at the top of the chart, indicating that the counties rank among the first five counties in the components of the index number, and the black bars are at the bottom, exhibiting the lowest ranks, from 18 to 23. No county has the highest or lowest rank in every one of the ten items, and all should aim to improve their rank in those items in which they do not stand at the top.

*According to L. P. Ayres, an index number for State School Systems.

White Schools

Are the white schools considered alone as far short of a perfect score as the index number for all schools in the county would indicate? The county average for white schools is four points above that for all schools —60.2. The low score for colored schools therefore pulls down Maryland's rank. (See Tables 2 and 3, pages 16 and 17, for comparative index numbers and ranks in all, white and colored, schools of the various counties.)

Due chiefly to expenditures for buildings, Allegany, Howard, and Frederick counties show great gains, Allegany ranking first in the state among the counties. Calvert and Garrett, among the lowest counties, raised their index number 6 and 5 points, respectively. Garrett's effort to increase the length of its school term and attendance added five points to its index number over that of 1921. All of the other counties improved their rating, with the exception of three which lowered their rank and standing, viz., Washington, Montgomery, and Kent. In Montgomery the decrease is due to the small expenditures for capital outlay as compared with those of 1921.

TABLE 2.

1922 INDEX NUMBER OF EDUCATIONAL EFFICIENCY—MARYLAND SCHOOLS.

ALL SCHOOLS.			WHITE SCHOOLS.		COLORED SCOOLS.	
1921 Index Number.	County	1922 Index Number.	County	1922 Index Number.	County	1922 Index Number.
60.3	Allegany	76.7	Baltimore	77.9	Allegany	47.4
74.9	Baltimore	75.0	Allegany	74.7	Baltimore	44.2
55.0	Frederick	61.3	Frederick	63.5	Frederick	42.8
54.8	Cecil	55.5	Howard	61.3	Wicomico	41.4
52.3	Harford	55.4	Queen Anne's	60.2	Carroll	37.1
47.0	Howard	55.0	Montgomery	60.1	Cecil	34.3
53.6	Carroll	54.8	Prince George's	59.8	Harford	34.3
60.5	Washington	54.0	Worcester	59.7	Talbot	34.3
50.7	Prince George's	54.0	Talbot	59.4	Dorchester	32.7
56.1	Montgomery	53.8	Kent	59.2	Anne Arundel	31.0
52.7	Wicomico	52.8	Harford	57.7	Washington	30.8
50.9	Queen Anne's	52.6	Cecil	57.3	Prince George's	29.0
50.9	Talbot	51.8	Caroline	56.0	Kent	28.3
48.6	Caroline	51.4	Wicomico	56.0	Caroline	28.0
50.2	Worcester	51.3	Anne Arundel	55.6	Worcester	26.8
52.5	Kent	50.5	Carroll	55.4	Montgomery	26.7
46.8	Anne Arundel	48.8	Somerset	51.9	Queen Anne's	26.0
42.3	Garrett	47.4	Washington	54.5	Charles	25.6
43.6	Dorchester	46.5	Dorchester	51.8	Somerset	25.5
43.0	Somerset	45.6	Calvert	51.4	Howard	24.7
34.9	Calvert	41.4	Garrett	47.4	Calvert	20.7
38.0	Charles	40.6	Charles	46.3	St. Mary's	20.1
28.5	St. Mary's	30.5	St. Mary's	36.5	Garrett	....
53.7	County Average	56.0	County Average	60.2	County Average	34.8
50.9	County Median	52.6	County Median	57.3	County Median	29.0
74.4	Baltimore City	78.1				
61.5	State Average	65.1				

TABLE 3.

RANK OF MARYLAND COUNTIES IN ALL, WHITE AND COLORED, SCHOOLS IN 1921 AND 1922 INDEX NUMBERS.

County.	All Schools.		White Schools.		Colored Schools.	
	1921.	1922.	1921.	1922.	1921.	1922.
Allegany	3	1	5	2	1	1
Baltimore	1	2	1	1	2	2
Frederick	5	3	12	3	3	3
Cecil	6	4	10	12	6	6
Harford	10	5	13	11	10	7
Howard	16	6	17	4	17	20
Carroll	7	7	14	16	4	5
Washington	2	8	4	17	8	11
Prince George's	13	9	11	7	14	12
Montgomery	4	10	3	6	12	16
Wicomico	8	11	8	14	7	4
Queen Anne's	11	12	6	5	18	17
Talbot	12	13	7	9	5	8
Caroline	15	14	15	13	15	14
Worcester	14	15	9	8	13	15
Kent	9	16	2	10	16	13
Anne Arundel	17	17	16	15	11	10
Garrett	20	18	21	21	..	..
Dorchester	18	19	19	19	9	9
Somerset	19	20	18	18	19	19
Calvert	22	21	20	20	22	21
Charles	21	22	22	22	21	18
St. Mary's	23	23	23	23	20	22

CHART C

1922 INDEX NUMBERS FOR COUNTIES OF MARYLAND, WHITE SCHOOLS

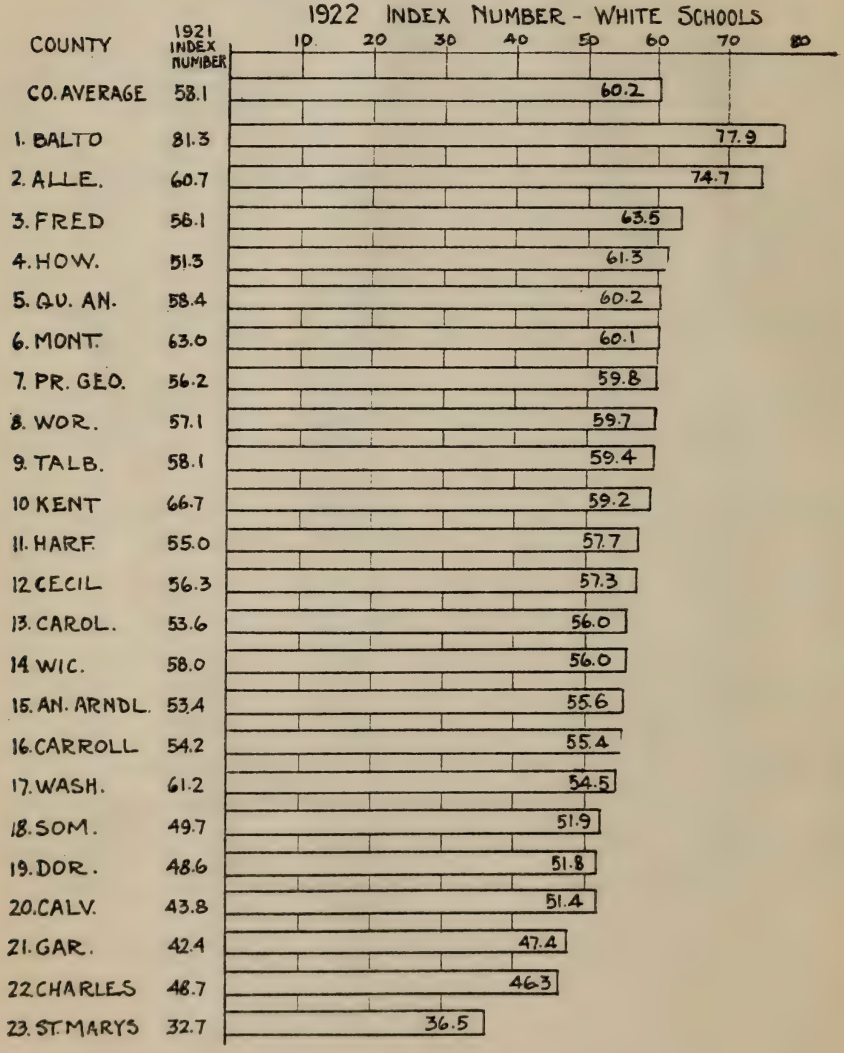
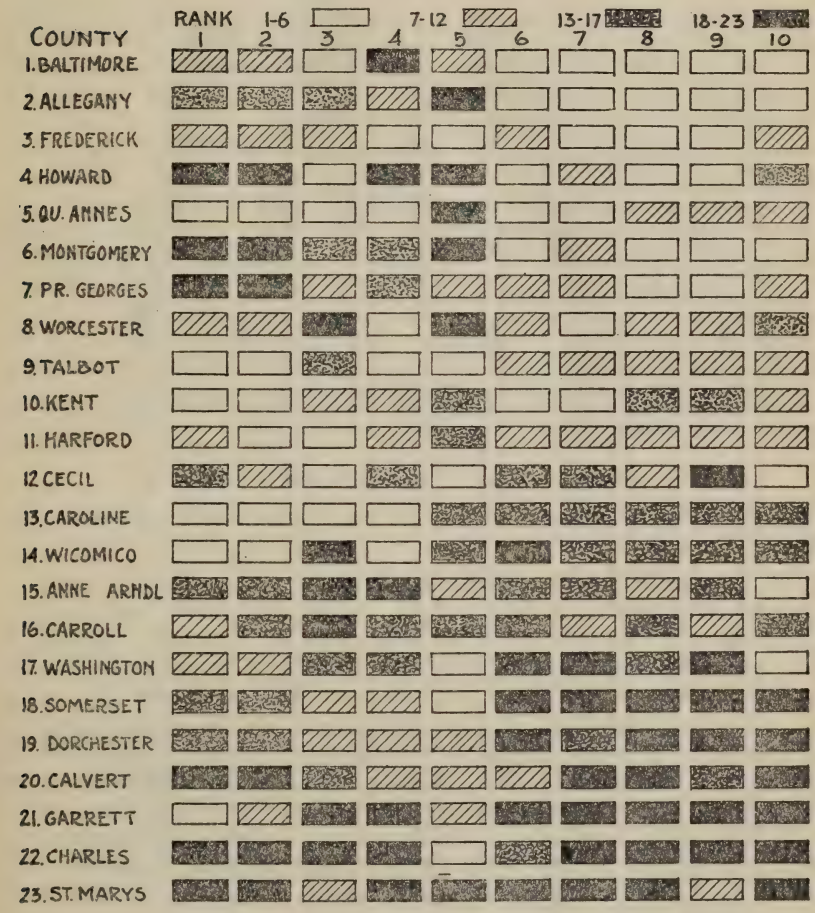


CHART D

RANK OF THE COUNTIES IN THE TEN COMPONENTS OF THE 1922 INDEX NUMBER FOR WHITE SCHOOLS



Column
1. Children 5 and under 18 years in average attendance.
2. Average days attended by each child 5 and under 18 years.
3. Average days schools were open.
4. Per cent of attendance in high school.
5. Per cent of boys to girls in high school.
6. Total expenditure per child in average attendance.
7. Total expenditure per child 5 and under 18 years.
8. Total expenditure per teacher and principal.
9. Expenditure other than salaries per child in attendance.
10. Average monthly salary per teacher and principal.

TABLE 4.

STANDING OF AVERAGE COUNTY IN EACH COMPONENT OF INDEX NUMBER FOR EDUCATIONAL EFFICIENCY, 1921 AND 1922.

Components of the Index Number.	All Schools.		White Schools.		Colored Schools.	
	1921.	1922	1921.	1922.	1921.	1922.
1. Per cent. of children 5 years and under 18 years in average attendance.....	54.0	56.8	54.7	57.8	49.8	52.8
2. Average days attended by each child 5 years and under 18, divided by 2....	46.8	49.9	49.4	52.8	36.6	38.8
3. Average days schools were kept open, divided by 2.....	86.5	87.9	90.0	91.2	73.4	73.5
4. Per cent. of attendance in high school*	24.7	28.2	29.8	33.5	2.9	4.1
5. Per cent. of boys to girls in high schools	70.2	73.3	70.6	74.3	44.3	47.2
6. Total expenditure per child in average attendance	55.1	55.9	62.5	62.3	24.1	26.9
7. Total expenditure per child 5 years and under 18.....	29.8	31.7	34.3	36.0	12.0	14.2
8. Total expenditure per teacher and principal, divided by 24.....	56.9	59.8	63.5	65.5	27.4	31.1
9. Expenditure for other than salaries per child in attendance, multiplied by 2....	40.0	39.8	47.1	44.6	15.0	19.4
10. Average monthly salary per teacher...	72.8	76.9	79.3	84.4	37.8	39.8
Index number.....	53.7	56.0	58.1	60.2	32.5	34.8

*Multiplied by 3 for eight grade elementary school system, and by 2.75 for seven grade elementary school system.

Every one of the ten components making up the index number for colored schools shows improvement, while for white ones, two only (Numbers 6 and 9) are lower than they were last year. Component 9 is the one which registers most clearly the effect of a smaller expenditure for capital outlay than was made the previous year. (See Table 4.)

The putting into effect of the 1922 legislation and the approval of school bond issues in Baltimore City and in Harford, Cecil, Allegany, Baltimore, and Montgomery counties should aid materially in raising Maryland's index number in 1923 and 1924. The Equalization Fund will operate to break down the very great inequalities in educational opportunity now existing between the richer and poorer counties, not by bringing the richer counties down, but by improving results in the poorer counties.

The 1922 index number for white schools ranges from 36.5 points in St. Mary's to 77.9 in Baltimore County, the average county standing being 60.2 and the median 57.3, indicating that the more populous counties are those having higher scores (See Chart C, page 18). The ranking of the counties in the ten components of the index number proves that no county is at the top in all items or at the bottom in every item. Attention to those items in which the counties appear weakest will

help raise Maryland's standard. (See Chart D, pgae 19, and Tables III and IV, pages 248 and 250.)

A discussion of similar facts for colored schools will be found on pages 180 to 184, and 249 and 251.

GROWTH IN SCHOOL ATTENDANCE

Maryland's school population is growing. According to average daily attendance during the past year, the increase in the number of pupils in the counties was more than 6,000. About a third of these additional pupils attended high schools, one half went to the white elementary schools, and one sixth to the colored schools. A part of this increase is due to improvement in school attendance.

Although the population of Maryland is equally divided between the counties and Baltimore City, the average daily attendance in the counties is about 36 per cent. higher than that in the City, the figures for the counties and City being 114,000 and 84,000, respectively. The smallest county, Calvert, has only 1,476 pupils, of whom nearly one half are colored. The largest, Baltimore, has an average attendance of 12,192, and its colored attendance is almost equal to the total attendance in Calvert County (See Chart E, page 22.) The enrollment in white elementary schools ranges from 700 in Calvert to 9,800 in Baltimore County. The attendance in all the counties in the white elementary schools averages 82,344.

THE SIZE OF THE TEACHING STAFF

With the growth in school population, the counties have not needed a corresponding increase in the teaching staff. Of 4,411 teachers in 1922, 3,054 were in the white elementary schools, 629 in white high schools, and 728 in colored schools. The white elementary teachers added only 18 to their number, while the high schools increased by 40. This condition resulted from the opening of new high schools and the expansion of others. The number of colored teachers was increased by 15. (See Chart F, page 23.)

To care in part for the increase of 700 elementary school pupils in Baltimore County, 13 new teachers were added to the staff, while for the nearly 300 additional children brought into the elementary schools of Garrett County eleven new teachers were added. Allegany, with 300 more children than in the preceding year, increased its staff by 9, and Anne Arundel, with 150 more pupils, by 4. Washington County had 7 fewer white elementary teachers in 1922 than the year before.

The white high school staff was enlarged by 9 each in Allegany and Carroll Counties, by 6 in Worcester, and by 5 in Dorchester County. There were 7 more colored teachers in Anne Arundel in 1922 than in 1921.

The salary of the county superintendent, of which the State pays two thirds, is dependent on training, experience, and the number of teachers in the county. This is in accordance with the legislation of 1922.

CHART E

AVERAGE DAILY ATTENDANCE, BY COUNTIES, YEAR ENDED JULY 31, 1922

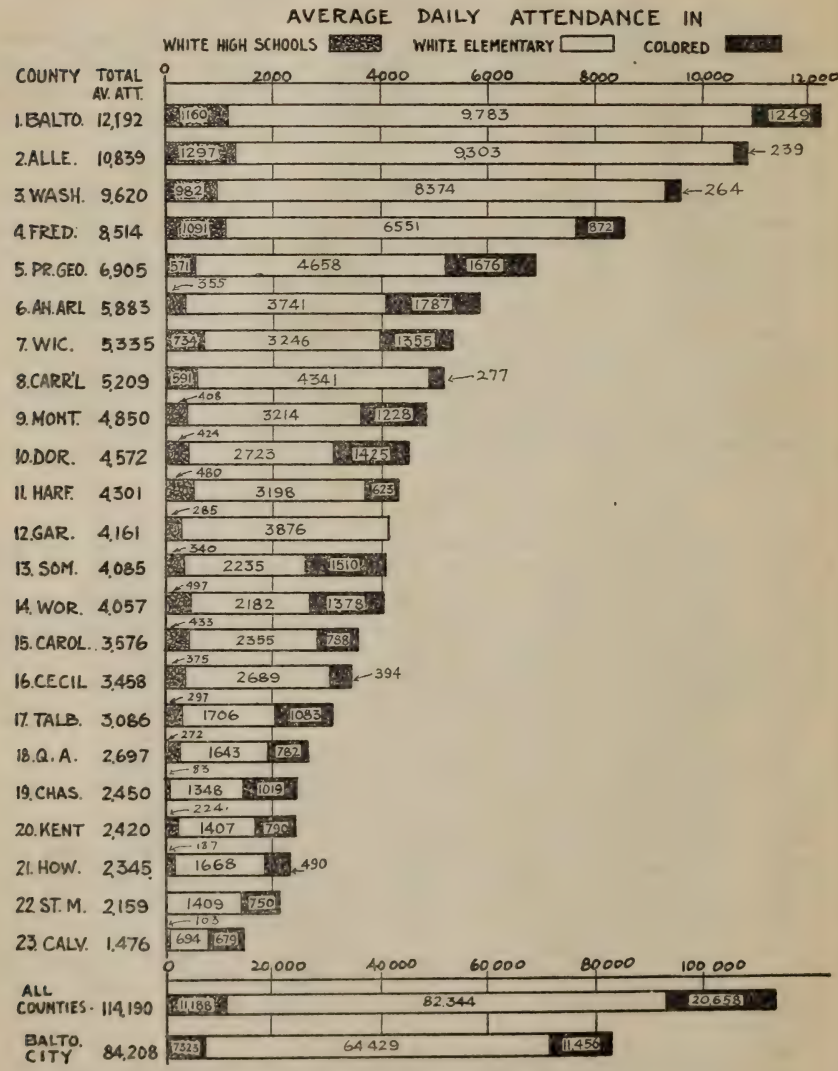


CHART F

TEACHING STAFF, BY COUNTIES, YEAR ENDED JULY 31, 1922

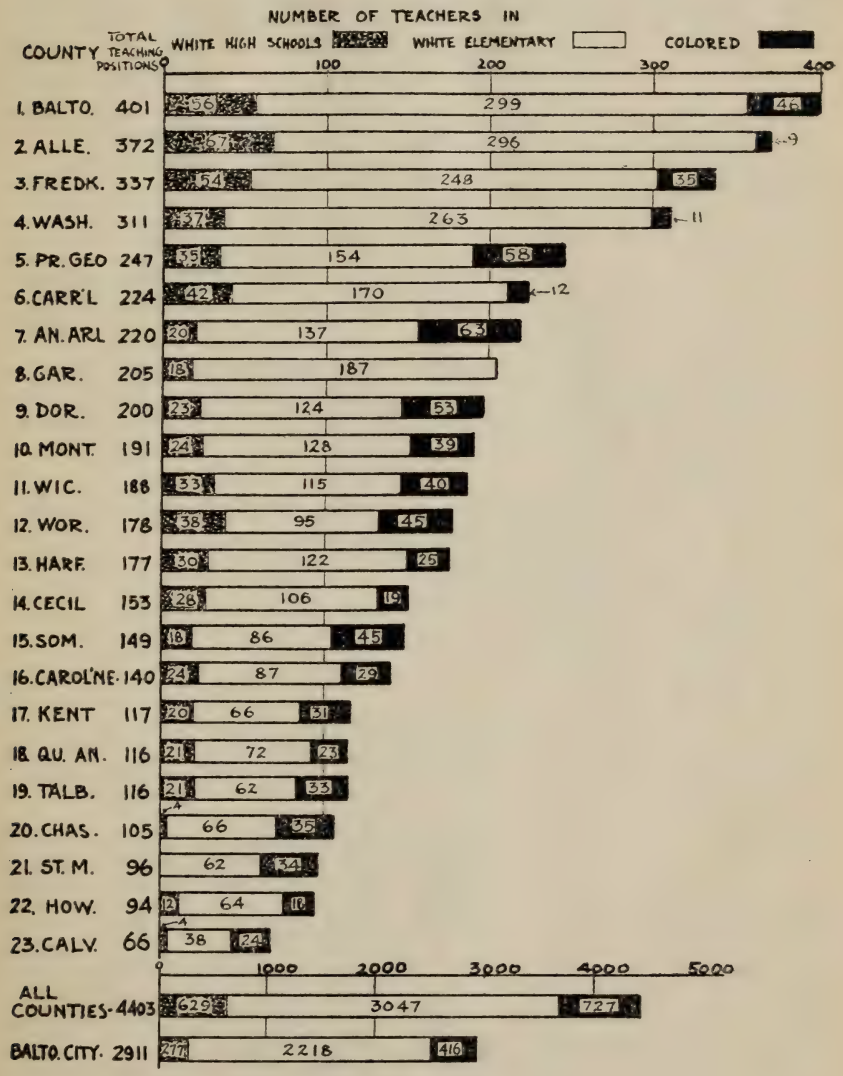


TABLE 5.

RELATION OF COUNTY SUPERINTENDENT'S SALARY* TO SIZE OF TEACHING STAFF, EXPERIENCE AND QUALIFICATIONS.

No. of Teachers.	No. of Counties.	Total Salary Based on Years of Experience. 1-4	5-7	8 +	Education Required.	Teaching Experience Required.
Less than 150.....	9	$2,500-$2,940			4 years of high school 4 years of college 1 year of graduate work in education	
150-199.....	5	2,940	$3,240	$3.540		2 years
200 or more.....	9		3,840	4,140		

*The county is at liberty to pay a higher salary than this minimum, but the State will not share in this larger amount.

The number of supervising and helping teachers in a county depends, according to the 1922 law, on the number of white elementary teachers employed. The number of counties falling in the various groups is shown below:

TABLE 6.

RELATION OF SUPERVISORY STAFF REQUIRED TO NUMBER OF WHITE ELEMENTARY TEACHERS.

Number of White Elementary Teachers.	Number of Supervising or Helping Teachers Required.	Number of Counties.	Counties.
Less than 80...	1	7	Calvert, St. Mary's, Talbot, Howard, Charles, Kent, Queen Anne's.
80-119	2	5	Somerset, Caroline, Worcester, Cecil, Wicomico.
120-160	3	5	Harford, Dorchester, Montgomery, Anne Arundel, Prince George's.
161-210	4	2	Carroll, Garrett.
211-260	5	1	Frederick.
261-310	6	3	Washington, Allegany, Baltimore.

During the year 1922-23 every county has at least one supervising or helping teacher. Few counties, however, have added enough supervising or helping teachers to bring the number up to the legal requirement. Sufficient teachers with the proper qualifications were not available and, also, it was deemed wiser to move slowly and operate the new law with "judgment and common sense." The requirements in training and experience for these supervisory positions are given below:

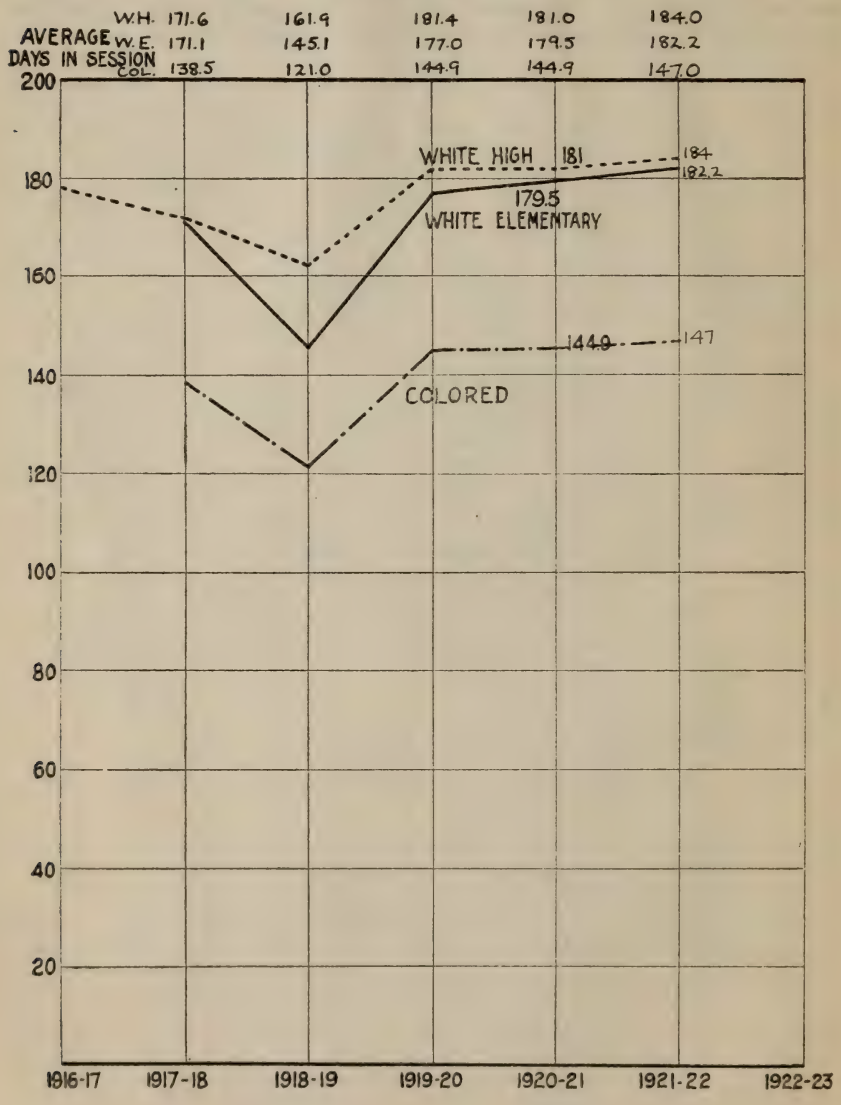
TABLE 7.

SALARY, QUALIFICATIONS, AND EXPERIENCE OF SUPERVISING AND HELPING TEACHERS.

Position.	Education Required.	Teaching Experience Required.	Salary Based on Years of Experience. 1-4	5-7	8 +
Assistant county superintendent or supervising teacher.	4 years of high school, normal school graduation, 2 years college, one half in academic subjects related to the elementary school, one half in advanced elementary school methods.	4 years in elementary schools.	$2,040	$2,340	$2,640
	or				
	4 years of high school, 4 years of college, 1 year of work in elementary school methods in a school of education.	4 years in elementary schools.			
Helping teacher.	Same as supervising teacher, except that one year less education is required.	4 years in elementary schools.			
Supervisor of special branches: music, drawing, physical training, manual training, agriculture, domestic science.	4 years of high school, 4 years college, one half time in academic subjects, one half time in special branches, including 300 recitation hours in theory of education and art of teaching the specialty.	4 years, including 2 of teaching the specialty.	1,440	1,740	2,040

CHART G

AVERAGE NUMBER OF DAYS MARYLAND COUNTY SCHOOLS WERE OPEN, 1918-1922



LENGTH OF SESSION

Maryland county schools were open more days this past year than ever before. A three-day increase for white high schools, 2.7 days for the white elementary schools, and 2.1 for colored schools, bring the number of days open in 1922 to 184, 182.2 and 147, respectively. (See Chart G, page 26.) The law requires 180 days for white schools and 140 for colored schools. The 1922 legislature increased the length of session for colored schools from 140 to 160 days, this provision to take effect during the school year 1922-23. Conditions in the counties in the three types of schools in 1922 are set forth in Table 8, page 28.*

In 1922 the white elementary schools in nearly two thirds of the counties show a gain over 1921 in the length of time the schools were kept open. Nine of the counties added more than five to the number of days the schools were in session, and two of these, Kent and Garrett, added 18 and 17 days, respectively.

There are still nine counties which did not have their schools open, on the average, the legal number of days. On the other hand, there were seven which had a session of more than 185 days, and two counties had more than 190 school days. Every county should make an effort to see that all of its schools are open for as many days as the law requires, and as many more as possible. The cost of lengthening the school year at the beginning or end of the session is practically negligible, and children are thus given additional opportunities for school work at a time of year when the younger childen, especially, are certain to be able to attend. (See Table 9, page 29.)

*For a detailed discussion of the white high schools by counties see page 113 and for colored schools, pages 184-185.

TABLE 8.

AVERAGE NUMBER OF DAYS SCHOOLS WERE OPEN, 1921-1922.

White High Schools.		White Elementary Schools.		Colored Schools.	
COUNTY	Average Days in Session.	COUNTY	Average Days in Session.	COUNTY	Average Days in Session.
County Average..	183.9	County Average..	182.2	County Average..	147.0
Harford	194.7	Harford	195.6	Baltimore	193.5
Howard	192.7	Howard	191.5	Cecil	187.0
Cecil	189.6	Cecil	187.8	Allegany	183.1
Anne Arundel....	188.5	Queen Anne's....	187.6	Washington	176.4
Kent	188.5	Baltimore	186.4	Carroll	170.4
Queen Anne's....	188.5	Caroline	185.6	Harford	168.0
Baltimore	187.4	Frederick	185.0	Prince George's..	162.6
Dorchester	186.6	Kent	182.9	Frederick	159.0
Frederick	186.4	Dorchester	182.8	Queen Anne's....	150.0
Prince George's..	185.8	Prince George's..	182.7	Montgomery	143.6
Montgomery	184.1	Calvert	181.7	Caroline	141.1
Garrett	183.5	St. Mary's.....	181.4	Talbot	140.9
Caroline	183.3	Somerset	181.1	Howard	139.1
Talbot	182.9	Washington	180.7	Worcester	138.8
Wicomico	180.7	Montgomery	180.1	Dorchester	138.5
Washington	180.3	Allegany	179.6	Wicomico	138.4
Somerset	180.2	Wicomico	179.6	Somerset	138.2
Worcester	180.0	Talbot	179.1	Calvert	137.4
Allegany	179.3	Carroll	178.6	Anne Arundel....	131.1
Carroll	178.5	Worcester	178.3	St. Mary's.....	130.4
Calvert	173.1	Anne Arundel....	176.8	Kent	128.8
Charles	162.2	Garrett	172.7	Charles	125.0
		Charles	171.7		
Baltimore City...	183.9	Baltimore City...	186.3	Baltimore City...	205.0
State Average....	183.9	State Average....	183.9	State Average....	167.7

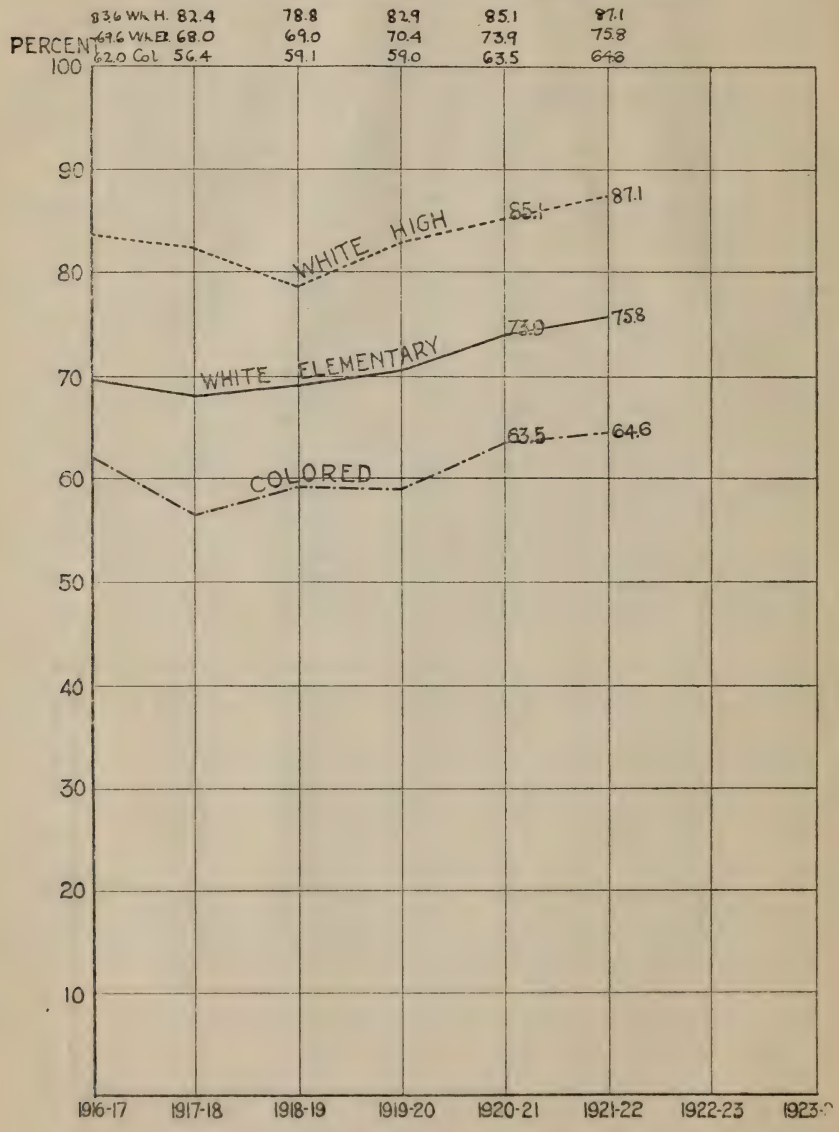
TABLE 9.

AVERAGE DAYS IN SESSION—WHITE ELEMENTARY SCHOOLS, 1921 AND 1922.

COUNTY.	Average Days in Session. 1921.	1922.	Increase.	Decrease.
County Average	179.5	182.2	2.7	...
Harford	187.5	195.6	8.1	...
Howard	185.8	191.5	5.7	...
Cecil	178.9	187.8	8.9	...
Queen Anne's	184.5	187.6	3.1	...
Baltimore	193.1	186.4	...	6.7
Caroline	179.4	185.6	6.2	...
Frederick	177.0	185.0	8.0	...
Kent	164.9	182.9	18.0	...
Dorchester	176.8	182.8	6.0	...
Prince George's	180.0	182.7	2.7	...
Calvert	184.0	181.7	...	2.3
St. Mary's	179.1	181.4	2.3	...
Somerset	183.0	181.1	...	1.9
Washington	176.0	180.7	4.7	...
Montgomery	181.5	180.1	...	1.4
Allegany	181.6	179.6	...	2.0
Wicomico	179.0	179.6	0.6	...
Talbot	182.0	179.1	...	2.9
Carroll	170.8	178.6	7.8	...
Worcester	177.0	178.3	1.3	...
Anne Arundel	180.5	176.8	...	3.7
Garrett	155.8	172.7	16.9	...
Charles	173.9	171.7	...	2.2
Baltimore City	190.5	186.3	...	4.2
State Average	184.5	183.9	...	0.6

CHART H

PER CENT OF TOTAL ENROLLMENT IN AVERAGE ATTENDANCE IN MARYLAND COUNTY SCHOOLS, 1917-1922



PER CENT. OF ENROLLMENT IN ATTENDANCE

The per cent. of enrollment in attendance in the counties continues to mount, although there is still much need for improvement. The white high and elementary schools show a gain of two per cent. over the previous year and the colored schools one per cent. (See Chart H, page 30.) For the per cent. of attendance in the counties in 1922 see Table 10, page 32.*

New blanks have been placed in the counties for the purpose of obtaining a per cent. of attendance which is a more accurate index of attendance than that which is the result of dividing average daily attendance by the total enrollment exclusive of duplicates within the county. This involves a monthly report on the following items:

(a) Different pupils enrolled during year to end of this month
(b) Belonging at end of last month
(c) Admitted or re-entered this month
(d) Transferred or withdrawn this month
(e) Belonging at end of this month (b + c — d)
(f) Sessions tardy
(g) Aggregate days of absence
(h) Aggregate days of attendance
(i) Aggregate days belonged (g + h)
(j) Days actually in session
(k) Average number in attendance (h ÷ j)
(l) Average number belonging (i ÷ j)
(m) Per cent. of attendance (k ÷ l)

A pupil is counted as belonging to the school from the day he enters until he withdraws for such legal causes as removal from the neighborhood; transfer to another school; a permit for regular or vacation employment; employment at home or on a farm prior to November 1st, if the child is 13 years old; being over 16 years of age; and physical or mental incapacity. A child is not to be withdrawn for absence on account of illness or quarantine.

*A discussion of the attendance problem and a comparison by counties for 1921 and 1922 for white elementary schools will be found in the report of Mr. Holloway on pp. 77-80; for white high schools, in the report of Mr. North, p. 114; and for colored schools in the report of Mr. Huffington, pp. 185-187.

TABLE 10.

PER CENT. OF ENROLLMENT IN ATTENDANCE, 1921-1922.

White High Schools.		White Elementary Schools.		Colored Schools.	
COUNTY	Per Cent. of Attendance.	COUNTY	Per Cent. of Attendance.	COUNTY	Per Cent. of Attendance.
County Average..	87.1	County Average..	75.8	County Average..	64.6
Allegany	92.9	Allegany	84.7	Allegany	87.8
Washington	91.7	Anne Arundel....	81.6	Talbot	77.5
Wicomico	91.3	Wicomico	80.6	Wicomico	77.2
Carroll	90.9	Talbot	79.9	Frederick	71.3
Talbot	90.2	Washington	78.7	Washington	71.3
Anne Arundel....	87.9	Cecil	77.8	Dorchester	69.4
Dorchester	87.6	Kent	76.9	Queen Anne's....	68.1
Frederick	87.5	Prince George's..	76.0	Harford	66.9
Calvert	86.5	Frederick	75.5	Somerset	66.3
Caroline	85.9	Baltimore	75.4	Cecil	65.5
Baltimore	85.7	Dorchester	75.3	Baltimore	65.1
Kent	85.7	Caroline	74.9	Prince George's..	64.0
Worcester	84.9	Queen Anne's....	73.9	Montgomery	63.8
Queen Anne's....	84.5	Montgomery	73.6	Kent	62.9
Prince George's..	84.0	Harford	72.7	Worcester	62.4
Harford	83.9	Garrett	72.5	Caroline	62.2
Somerset	83.7	Somerset	72.4	Anne Arundel....	61.1
Montgomery	83.1	Carroll	71.1	Howard	59.8
Garrett	82.4	Howard	70.8	Carroll	57.6
Cecil	81.8	Charles	69.3	Charles	57.3
Howard	80.6	Worcester	66.4	Calvert	52.8
Charles	78.3	Calvert	65.0	St. Mary's.....	51.7
		St. Mary's.....	63.9		
Baltimore City...	90.1	Baltimore City...	81.7	Baltimore City...	77.7
State Average....	88.2	State Average....	78.4	State Average...	69.8

AVERAGE ATTENDANCE PER TEACHER

Because of the improvement in per cent. of attendance, the increase in enrollment, and the elimination of excess teachers, the average attendance per teacher in all types of schools in 1922 is larger than in the previous year. The average attendance per teacher in white high and elementary schools and in colored elementary schools is 17.5, 27.0, and 28.8 pupils, respectively. These facts are shown for the individual counties in Table 12, page 35.*

WHITE ELEMENTARY SCHOOLS

The average white elementary school in the counties has 1.2 more pupils attending per teacher in 1922 than in 1921. All of the counties except four, Calvert, Kent, Carroll, and Wicomico (see Chart I, p. 34), exhibit this tendency toward improvement in attendance and the elimination of teachers in excess of the number required, which is given below:

TABLE 11.

RELATION OF ATTENDANCE TO TEACHING STAFF REQUIRED.

Average Daily Attendance of more than	Teaching Staff Required: Principal.	Assistants.
40	1	1
80	1	2
120	1	3
160	1	4
200	1	5
240	1	6
280	1	7
320	1	8
360	1	9
400	1	10
440	1	11
480	1	12

*For detailed discussion of white high schools, see pages 136-138, in Mr. North's report and for colored schools, see pp. 190-191, in Mr. Huffington's report.

CHART I

AVERAGE ATTENDANCE PER WHITE ELEMENTARY TEACHER BY COUNTIES, YEAR ENDING IN JULY, 1921 AND 1922

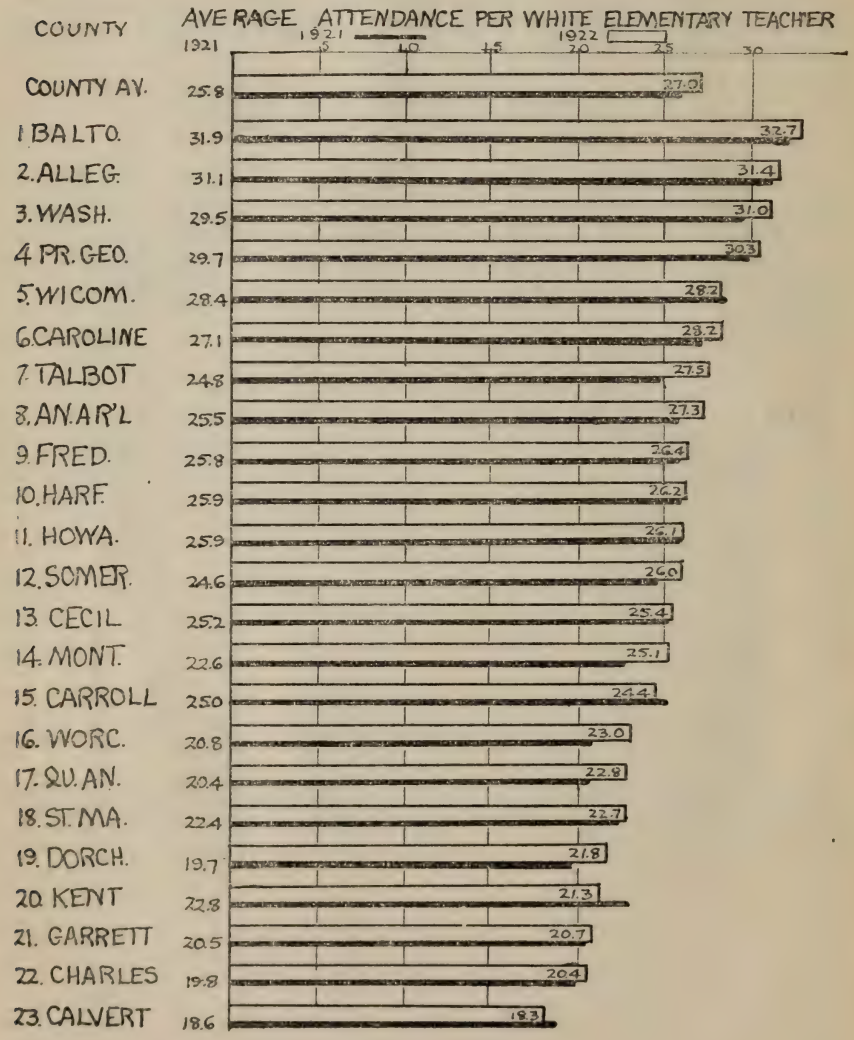


TABLE 12.

AVERAGE ATTENDANCE PER TEACHER, 1921-1922.

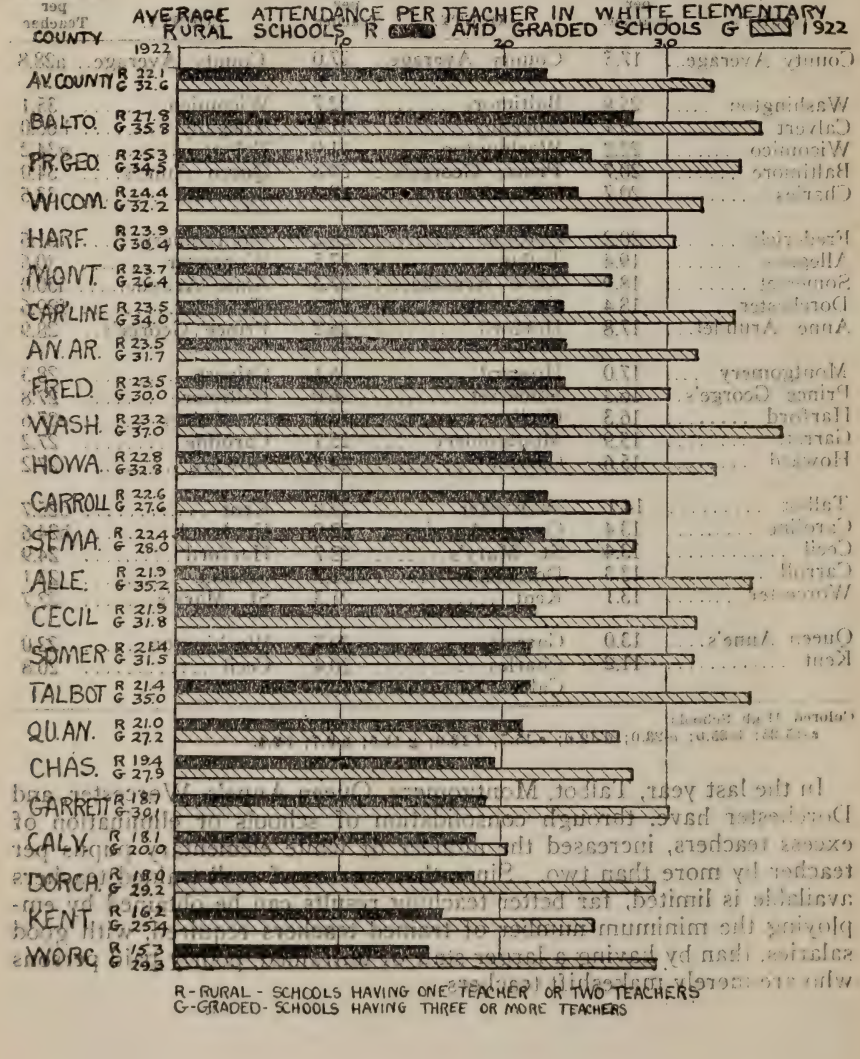
White High Schools. COUNTY.	Average Attendance per Teacher.	White Elementary Schools. COUNTY.	Average Attendance per Teacher.	Colored Elementary Schools. COUNTY.	Average Attendance per Teacher.
County Average...	17.5	County Average..	27.0	County Average..	a28.8
Washington	25.8	Baltimore	32.7	Wicomico	35.1
Calvert	25.7	Allegany	31.4	Allegany	h35.0
Wicomico	22.2	Washington	31.0	Talbot	g34.2
Baltimore	20.7	Prince George's..	30.3	Queen Anne's....	34.0
Charles	20.7	Wicomico	28.2	Somerset	33.5
Frederick	20.2	Caroline	28.2	Montgomery	31.5
Allegany	19.4	Talbot	27.5	Worcester	30.6
Somerset	18.9	Anne Arundel....	27.3	Anne Arundel....	i30.0
Dorchester	18.4	Frederick	26.4	Charles	f29.6
Anne Arundel...	17.8	Harford	26.2	Prince George's..	28.9
Montgomery	17.0	Howard	26.1	Calvert	28.3
Prince George's..	16.3	Somerset	26.0	Baltimore	27.8
Harford	16.3	Cecil	25.4	Dorchester	e27.6
Garrett	15.9	Montgomery	25.1	Caroline	27.2
Howard	15.6	Carroll	24.4	Howard	27.2
Talbot	14.1	Worcester	23.0	Kent	d25.7
Caroline	13.4	Queen Anne's....	22.8	Frederick	b24.6
Cecil	13.4	St. Mary's.....	22.7	Harford	24.9
Carroll	13.3	Dorchester	21.8	Carroll	23.1
Worcester	13.1	Kent	21.3	St. Mary's.....	22.7
Queen Anne's....	13.0	Garrett	20.7	Washington	22.0
Kent	11.2	Charles	20.4	Cecil	20.8
		Calvert	18.3		

Colored High Schools:
a-15.25; b-35.0; c-23.0; d-19.0; e-15.7; f-13.0; g-11.5; h-9.7; i-9.4.

In the last year, Talbot, Montgomery, Queen Anne's, Worcester, and Dorchester have, through consolidation of schools or elimination of excess teachers, increased the number of white elementary pupils per teacher by more than two. Since the number of well trained teachers available is limited, far better teaching results can be obtained by employing the minimum number of trained teachers required, with good salaries, than by having a larger staff of untrained, poorly paid persons who are merely makeshift teachers.

CHART J

AVERAGE ATTENDANCE PER TEACHER IN WHITE ELEMENTARY RURAL SCHOOLS AND GRADED SCHOOLS, BY COUNTIES, YEAR ENDED JULY, 1922


AVERAGE ATTENDANCE PER TEACHER IN WHITE ELEMENTARY RURAL SCHOOLS R AND GRADED SCHOOLS G 1922
COUNTY
1922
10
20
30
AV. COUNTY R 22.1 G 32.6
BALTO. R 27.8 G 35.8
PR. GEO. R 25.3 G 34.5
WICOM. R 24.4 G 32.2
HARF. R 23.9 G 30.4
MONT. R 23.7 G 26.4
CAR'LINE R 23.5 G 34.0
AN. AR. R 23.5 G 31.7
FRED. R 23.5 G 30.0
WASH. R 23.2 G 37.0
HOWA. R 22.8 G 32.8
CARROLL R 22.6 G 27.6
SEMA. R 22.4 G 28.0
ALLE. R 21.9 G 35.2
CECIL R 21.9 G 31.8
SOMER R 21.4 G 31.5
TALBOT R 21.4 G 35.0
QU.AN. R 21.0 G 27.2
CHAS. R 19.4 G 27.9
GARRETT R 18.7 G 30.1
CALV. R 18.1 G 20.0
DORCA. R 18.0 G 29.2
KENT R 16.2 G 25.4
WORC. R 15.3 G 29.3

R-RURAL - SCHOOLS HAVING ONE TEACHER OR TWO TEACHERS
G-GRADED- SCHOOLS HAVING THREE OR MORE TEACHERS

ELEMENTARY RURAL VS. GRADED SCHOOLS

A comparison of attendance per teacher in rural* and in graded† schools shows that on the average there are ten fewer pupils in the former than in the latter schools. In the rural schools of the average county, there are 22.1 pupils per teacher, in contrast with 32.6 in the average graded school. This condition makes the cost per pupil in the rural schools higher than that in graded schools‡ despite the fact that, except in Baltimore County, the teacher in the former schools is usually less well trained and receives a lower salary. Is it fair to handicap the rural child in this way, when by consolidation and transportation he can be brought into larger schools, where the classes can be of more normal size and can be given a better trained teacher? (See Chart J, p. 36.)

The range in pupils per teacher in rural schools is from 15.3 in Worcester to 27.8 in Baltimore County, and, in graded schools, from 20 in Calvert to 37 in Washington County. In rural schools in mountainous and isolated sections, some very small schools must be maintained, but it should be possible, especially in the graded schools, to bring the average per teacher up to at least 30. This is not the case in Calvert, Kent, Queen Anne's, Charles, Montgomery, Carroll, and St. Mary's Counties.

ONE-TEACHER SCHOOLS

In 1922 Maryland had 1,124 white one-teacher schools and 404 colored one-teacher schools of the sizes indicated in Table 13. The total number was reduced by 24 and 4, respectively, from those of the previous year. Only 9 of the white schools had more than 41 pupils in average attendance, while this condition existed in 50, or one eighth, of the colored schools. On the other hand, 305 white schools, or 27 per cent., had less than 16 pupils attending, in contrast with 58, or 14.3 per cent., in the colored schools.

WHITE §ONE-TEACHER SCHOOLS BY COUNTIES

There has been a reduction of 53 in the number and 4.1 in the per cent. of white one-teacher schools with an average attendance of less than 16. Kent County still has the largest per cent. of such small one-teacher schools, 14, or 58.3 per cent. of all. Garrett, Dorchester, Charles, Calvert, and Worcester still have from 48 to 41 per cent. of their one-teacher schools of this limited size. Of course, in many cases these cannot be avoided, but there are probably a number of instances where, by the transportation of pupils, one-teacher schools may be eliminated. As a consequence, the pupils will be stimulated to do better work because the competition will be greater and because a better trained teacher can be employed with the money saved through elimination of the small school. (See the shaded bars on Chart K, page 38.)

*Schools having one teacher or two teachers.
†Schools having three or more teachers.
‡See chart and discussion on pp. 70-72.
§For a similar discussion of colored schools, see Mr. Huffington's report, pp. 191-192.

CHART K

NUMBER AND PER CENT OF WHITE ONE-TEACHER SCHOOLS HAVING AN AVERAGE ATTENDANCE OF LESS THAN 16 AND OVER 30, BY COUNTIES, YEAR ENDED JULY, 1922

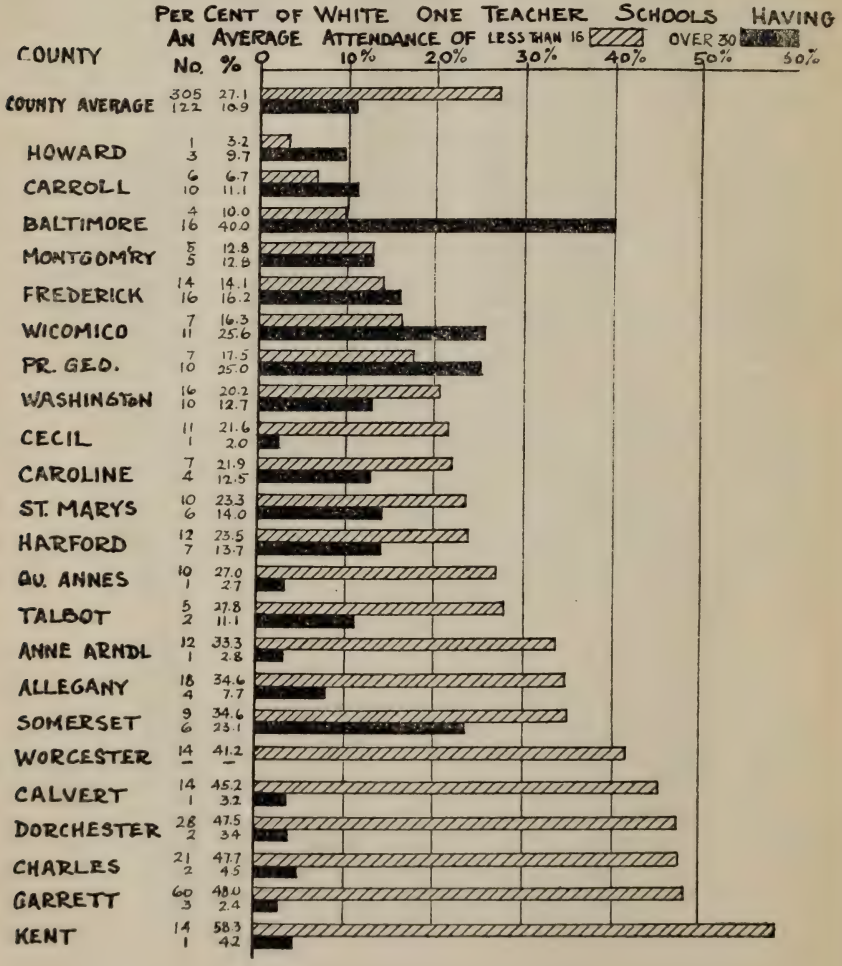

PER CENT OF WHITE ONE TEACHER SCHOOLS HAVING
AN AVERAGE ATTENDANCE OF LESS THAN 16
OVER 30
COUNTY
No. %
0
10%
20%
30%
40%
50%
60%
COUNTY AVERAGE 305 27.1 122 10.9
HOWARD 1 3.2 3 9.7
CARROLL 6 6.7 10 11.1
BALTIMORE 4 10.0 16 40.0
MONTGOM'RY 5 12.8 5 12.8
FREDERICK 14 14.1 16 16.2
WICOMICO 7 16.3 11 25.6
PR. GEO. 7 17.5 10 25.0
WASHINGTON 16 20.2 10 12.7
CECIL 11 21.6 1 2.0
CAROLINE 7 21.9 4 12.5
ST. MARYS 10 23.3 6 14.0
HARFORD 12 23.5 7 13.7
QU. ANNES 10 27.0 1 2.7
TALBOT 5 27.8 2 11.1
ANNE ARNDL 12 33.3 1 2.8
ALLEGANY 18 34.6 4 7.7
SOMERSET 9 34.6 6 23.1
WORCESTER 14 41.2 — —
CALVERT 14 45.2 1 3.2
DORCHESTER 28 47.5 2 3.4
CHARLES 21 47.7 2 4.5
GARRETT 60 48.0 3 2.4
KENT 14 58.3 1 4.2

TABLE 13.

AVERAGE ATTENDANCE IN ONE-TEACHER SCHOOLS, 1921-1922.

Average No. Attending.	WHITE SCHOOLS.		COLORED SCHOOLS.	
	Number.	Per Cent.	Number.	Per Cent.
10 or less	72	6.4	11	2.7
11-15	233	20.7	47	11.6
16-20	314	27.9	73	18.1
21-25	242	21.5	70	17.3
26-30	141	12.6	70	17.3
31-40	113	10.1	83	20.6
41 or over	9	0.8	50	12.4
Total	1,124	100.0	404	100.0

THE TRAINING OF TEACHERS

How well trained are the 3,054 white elementary teachers of Maryland? Judging by the certification reported to us in October, 1921, 41 per cent. have had a satisfactory education in a normal school or its equivalent, 37 per cent. have had only a high school education, and 22 per cent. have had little or no more than an elementary school education as a background for teaching.

These trained and untrained teachers are not evenly distributed among the counties or even within the counties, as may be seen in Tables 14 and 15, pages 40 and 41, which rank the teachers in rural and graded schools in the order of the per cent. of teachers who hold regular first grade certificates. Among the 1,640 teachers in rural schools, only one fourth hold first grade certificates. At one extreme only one per cent. of the rural teachers, in Dorchester County, are trained, while, at the other extreme, Baltimore County has 88 per cent. of its rural teachers holding first grade certificates. On the other hand, nearly three fifths of the 1,400 graded school teachers in all of the counties hold first grade certificates. In the county lowest on the list, Wicomico, one fourth of the teachers in graded schools are trained for their work, whereas in Baltimore County the proportion is nine tenths.

The biggest work of the State within the next ten years* is to bring into the normal schools larger and larger numbers of the high school graduates, and to train in the service, through summer schools, extension courses and supervision, those teachers who have not previously had an opportunity for professional training. In this way the proportion of untrained teachers will gradually diminish.

*For results achieved through teachers' examinations and certification of teachers until the end of 1922, see pp. 75-76 in Mr. Holloway's report and pp. 221-223 in Miss Bateman's report.

TABLE 14.

CERTIFICATION OF TEACHERS IN WHITE RURAL SCHOOLS, OCTOBER, 1921.

County	Total No. Teachers.	Per Cent. of Teachers Holding Following Grades of Certificates. Principal's & First Grade. Regular.	Principal's & First Grade. Provisional.	Second Grade. Regular.	Second Grade. Provisional.	Third Grade. Regular.	Third Grade. Provisional
County Average.....	1,640	24.6	0.4	30.9	9.6	18.4	16.1
Baltimore	115	87.8	1.8	5.2	...	1.7	3.5
Allegany	84	55.9	...	29.8	4.8	8.3	1.2
Montgomery	64	48.4	...	31.3	6.2	9.4	4.7
Anne Arundel.....	64	46.9	...	28.1	6.2	10.9	7.9
Queen Anne's.....	54	37.1	...	48.1	9.2	5.6	...
Calvert	35	37.1	...	14.3	...	17.2	31.4
Talbot	28	32.1	...	42.9	17.8	...	7.2
Prince George's.....	71	21.1	...	46.5	8.4	14.1	9.9
Frederick	133	21.0	0.8	30.9	21.8	16.5	9.0
Harford	75	20.0	...	48.0	14.7	17.3	...
Cecil.....	65	18.5	...	53.8	3.1	16.9	7.7
Wicomico	58	17.2	...	55.2	8.6	5.2	13.8
St. Mary's.....	61	14.8	...	14.7	4.9	32.8	32.8
Carroll	116	13.9	0.9	15.5	17.2	31.0	21.5
Washington	120	13.4	1.7	39.1	10.8	18.3	16.7
Charles	57	12.3	...	40.4	10.5	24.6	12.2
Howard	41	12.2	...	36.6	7.3	34.2	9.7
Somerset	47	10.6	...	38.3	...	38.3	12.8
Kent	29	10.3	3.5	41.4	3.5	31.0	10.3
Caroline	46	8.7	...	19.5	26.1	21.8	23.9
Worcester	50	4.0	...	36.0	4.0	20.0	36.0
Garrett	151	2.6	0.7	14.6	10.6	23.2	48.3
Dorchester	76	1.3	...	34.2	9.2	30.3	25.0

TABLE 15.

CERTIFICATION OF TEACHERS IN WHITE GRADED ELEMENTARY SCHOOLS, OCTOBER, 1921.

County.	Total No. Teachers.	Per Cent. of Teachers Holding Following Grades of Certificates. Principal's & First Grade Regular.	Principal's & First Grade Provisional.	Second Grade. Regular.	Second Grade. Provisional.	Third Grade. Regular.	Third Grade. Provisional.
County Average.....	1,400	58.9	1.7	30.5	2.2	4.8	1.9
Calvert	3	100.0	...	...	...	...	...
Baltimore	178	89.9	0.5	4.5	...	1.7	3.4
Montgomery	63	87.3	...	7.9	1.6	3.2	...
Queen Anne's	18	83.3	...	11.1	5.6	...	...
Talbot	32	78.1	...	21.9	...	...	...
Allegany	208	76.9	...	19.7	...	3.4	...
Anne Arundel	66	69.8	...	24.2	3.0	1.5	1.5
Harford	45	68.9	2.2	20.0	6.7	2.2	...
Frederick	115	54.8	...	40.8	3.5	0.9	...
Carroll	60	51.7	1.7	30.0	...	13.3	3.3
Prince George's	83	49.4	2.4	31.4	2.4	8.4	6.0
Howard	23	47.9	4.3	26.1	8.7	8.7	4.3
Caroline	39	46.1	2.6	41.0	2.6	...	7.7
Kent	37	46.0	8.1	35.1	...	10.8	...
Dorchester	49	42.9	6.1	40.8	4.1	6.1	...
Cecil	42	40.5	...	54.7	...	4.8	...
Charles	8	37.5	...	62.5	...	...	...
Washington	156	36.6	1.3	53.2	3.8	3.2	1.9
Somerset	41	34.2	...	53.6	...	9.8	2.4
St. Mary's	3	33.4	...	33.3	...	...	33.3
Worcester	45	31.1	2.2	40.0	8.9	15.6	2.2
Garrett	29	27.6	13.8	17.2	6.9	24.2	10.3
Wicomico	57	24.5	5.3	63.2	1.7	5.3	...

The per cent. of teachers having various kinds of certificates has been charted and the counties have been ranked for rural and graded schools in another way; i. e., on the basis of their certification score. (See Charts L and M, pages 41 and 42.) The score has been made up by weighting the various certificates as follows:

Grade of Certificate	Weight
Elementary Principal and First Grade Regular	4
Elementary Principal and First Grade Provisional	1
Second Grade Regular	3
Second Grade Provisional	1
Third Grade Regular	2
Third Grade Provisional	0

CHART L

CERTIFICATION OF WHITE ELEMENTARY RURAL SCHOOL TEACHERS BY COUNTIES, OCTOBER, 1921

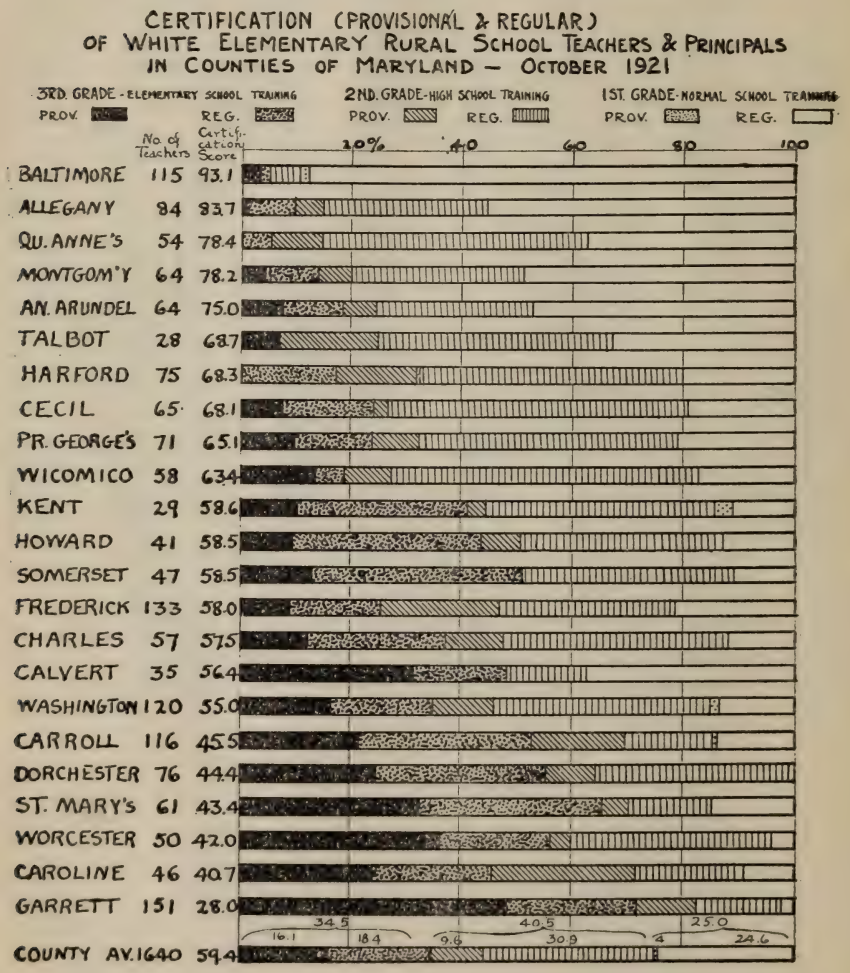
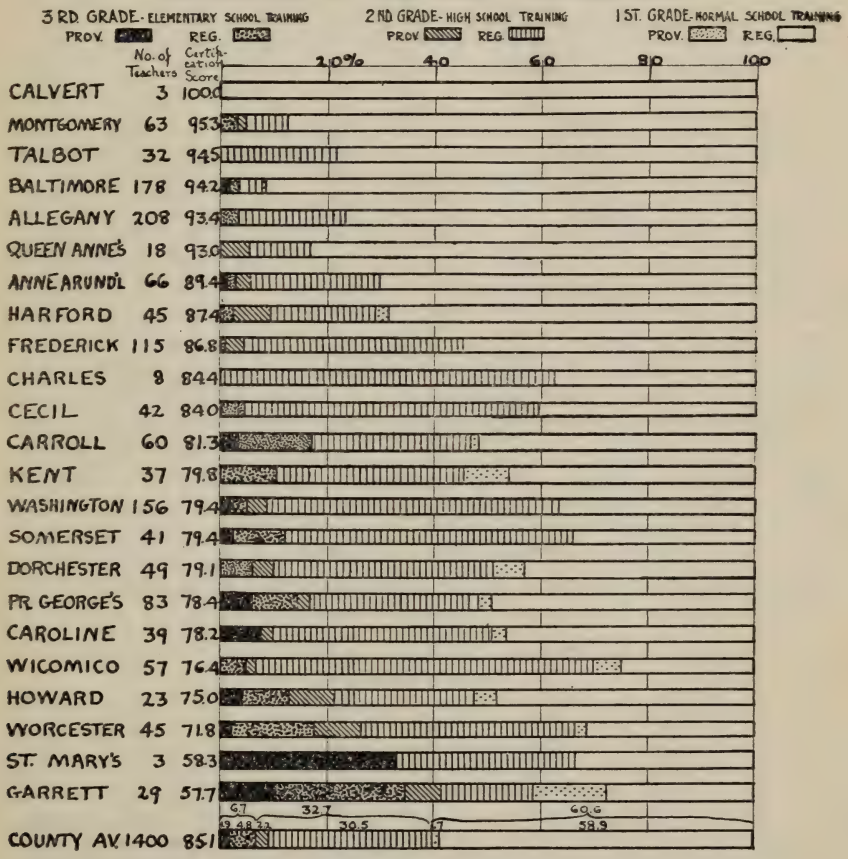


CHART M

CERTIFICATION OF WHITE ELEMENTARY GRADED SCHOOL TEACHERS, BY COUNTIES, OCTOBER, 1921



According to this certification score, Garrett County ranks lowest in both types of schools. The solid black sections of the bars, at the left, mean that those parts of the total teaching staff in the counties are made up of people who hold only third grade provisional certificates. These teachers have had only elementary instruction, given, for the most part, by teachers who have themselves had no work beyond elementary school, largely through no fault of their own. Until recently Garrett County had no high schools, and for this reason even the ambitious girl, anxious to have a broader education, was usually unable to secure it. Many of the applicants for teaching positions have been unable, with such limited training, to pass the examinations in elementary school subjects required for the lowest grade of regular certificate. This accounts for the large number of provisionally certificated teachers in the county. Conditions will doubtless improve, however, now that high schools have been established. This fall, 1922, almost one half of the girls graduating from the Oakland High School are entering the State normal schools.

On the right side of the bars, the plain white sections show the per cent. of the teachers who have had a preparation which fits them to do their work in a professional way. Note how the length of the white bar decreases as one looks from the top to the bottom of the charts.

Midway between these two extremes of adequate preparation and lack of preparation, are the second grade teachers, who have very little professional training. We are looking forward to a time when the black sections of all these bars will have completely disappeared.

The State is aiding the counties to achieve this goal by establishing a higher minimum salary schedule for teachers holding first grade certificates. This will attract more high school graduates into the normal schools. Through the Equalization Fund State aid is given to every county which can not carry the minimum requirements of the State program with a county tax rate of 67 cents. The State assumes that every county will appoint as many first grade teachers as are available. The counties sharing in the fund will therefore be able to improve the qualifications of their staff without raising the county tax rate at all.

EXPERIENCE OF WHITE ELEMENTARY SCHOOL TEACHERS

The rural schools have a larger per cent. of young, inexperienced teachers than do the graded schools. Forty-three of every hundred white elementary school teachers have had less than four years' experience, but the corresponding figures for rural and graded schools are 55 and 29.5 per hundred. The chances of country children's having young teachers experiment on them are almost twice as great as are the chances of town children. This is true especially of the teachers holding second and third grade certificates. (See Table 16.) Seventy-one of every one hundred teachers with provisional certificates have had less than four years' experience. This number is in contrast to 37 of every one hundred who hold regular certificates.

TABLE 16.

EXPERIENCE OF WHITE ELEMENTARY TEACHERS IN COUNTIES OF MARYLAND, OCTOBER, 1921.

Kind of Certificate Held	No. of White Elementary Teachers.	Per Cent. Having Following Years of Experience. 0.	1.	2.	3.	4-7.	8-11.	12 +
Principal and First Grade:								
Regular—								
Rural	396	7.8	7.8	6.3	7.6	29.5	26.5	13.2	30.8
Graded	832	5.7	4.9	6.5	8.5	25.6	29.3	13.0	32.1
Provisional—									
Rural	7	14.3	28.5	14.3	28.6	85.7			14.3
Graded	23	13.1	8.7	21.7	8.7	52.2	21.7	8.7	17.4
Second Grade:									
Regular—									
Rural	501	11.4	13.0	12.8	15.1	52.3	23.1	9.2	15.4
Graded	432	4.2	6.9	8.8	10.6	30.5	26.6	13.2	29.7
Provisional—									
Rural	155	35.6	14.8	8.3	5.8	64.5	10.9	9.1	15.5
Graded	36	22.2	19.5	8.3	5.6	55.6	5.6	8.3	30.5
Third Grade:									
Regular—									
Rural	299	11.0	20.1	19.1	12.0	62.2	15.0	8.0	14.8
Graded	70	4.3	7.1	10.0	11.4	32.8	31.4	5.7	30.1
Provisional—									
Rural	267	25.9	27.3	16.1	8.2	77.5	10.5	4.9	7.1
Graded	22	13.6	22.7	27.3	13.6	77.2	13.6	4.6	4.6
Totals	3,040	10.8	11.3	10.4	10.1	42.6	23.1	10.7	23.6
Rural	1,625	15.1	15.6	12.5	10.8	54.0	19.1	9.2	17.7
Graded	1,415	5.8	6.4	8.0	9.3	29.5	27.6	12.4	30.5
Regular	2,530	7.5	9.2	9.7	10.5	36.9	25.6	11.5	26.0
Rural	1,196	10.1	13.0	12.2	11.9	47.2	22.3	10.2	20.3
Graded	1,334	5.1	5.7	7.4	9.4	27.6	28.6	12.7	31.1
Provisional	510	27.2	22.0	13.9	7.9	71.0	10.8	6.5	11.7
Rural	429	29.1	22.9	13.3	7.7	73.0	10.5	6.3	10.2
Graded	81	17.3	17.3	17.3	8.6	60.5	12.4	7.4	19.7

Turnover During the School Year

A trained teaching staff is more dependable and stable than one made up of many untrained and provisionally certificated teachers. Baltimore County, with the largest per cent. of trained teachers, lost a smaller per cent. of its white teachers between September, 1921, and June, 1922, than any other county. The average loss in the counties was 6 per hundred teachers, but four counties, Howard, St. Mary's, Prince George's, and Garrett, lost from 14 to 11 per hundred of their white elementary staff, Garrett having 21 changes during the time the schools were in session and Prince George's 19. These figures *do not include* the changes in the staff between June and September, 1921.

TABLE 17.

PER CENT. OF TURNOVER IN TEACHERS, SEPTEMBER, 1921, TO JUNE, 1922, BY COUNTIES.

WHITE HIGH SCHOOLS.		WHITE ELEMENTARY SCHOOLS.		COLORED SCHOOLS.	
County.	Per Cent. of Turnover	County.	Per Cent. of Turnover	County.	Per Cent. of Turnover
County Average.	5.9	County Average.	6.1	County Average.	7.0
Baltimore	0.0	Baltimore	2.7	Somerset	0.0
Washington	0.0	Washington	2.7	Wicomico	0.0
Harford	0.0	Talbot	3.2	Allegany	0.0
Dorchester	0.0	Allegany	4.0	Baltimore	2.2
Anne Arundel...	0.0	Carroll	4.1	Worcester	2.2
Talbot	0.0	Queen Anne's...	4.2	Talbot	3.0
Queen Anne's...	0.0	Kent	4.5	Dorchester	3.8
Charles	0.0	Somerset	4.7	Harford	4.0
Carroll	2.4	Frederick	4.8	Calvert	4.2
Prince George's..	2.9	Dorchester	5.6	Howard	5.5
Caroline	4.2	Cecil	5.7	Kent	6.4
Worcester	5.4	Anne Arundel..	5.8	Caroline	6.9
Cecil	7.1	Wicomico	6.1	Montgomery	7.7
Frederick	7.4	Harford	6.6	Anne Arundel...	7.9
Montgomery	8.3	Caroline	6.9	Charles	8.6
Wicomico	9.1	Charles	7.6	Queen Anne's...	8.7
Somerset	11.1	Calvert	7.9	Washington	9.1
Allegany	13.4	Montgomery	9.4	Frederick	14.3
Garrett	16.7	Worcester	9.5	St. Mary's.....	14.7
Howard	16.7	Garrett	11.2	Cecil	15.8
Kent	20.0	St. Mary's.....	11.3	Carroll	16.7
Calvert	25.0	Prince George's..	12.3	Prince George's..	17.2
		Howard	14.1		
Baltimore City..	4.3	Baltimore City..	3.4	Baltimore City..	5.8
State Average...	5.4	State Average...	4.9	State Average...	6.6

CHART N

NUMBER AND PER CENT OF TURNOVER OF WHITE ELEMENTARY SCHOOL TEACHERS, BY COUNTIES, SEPTEMBER, 1921, TO JUNE, 1922

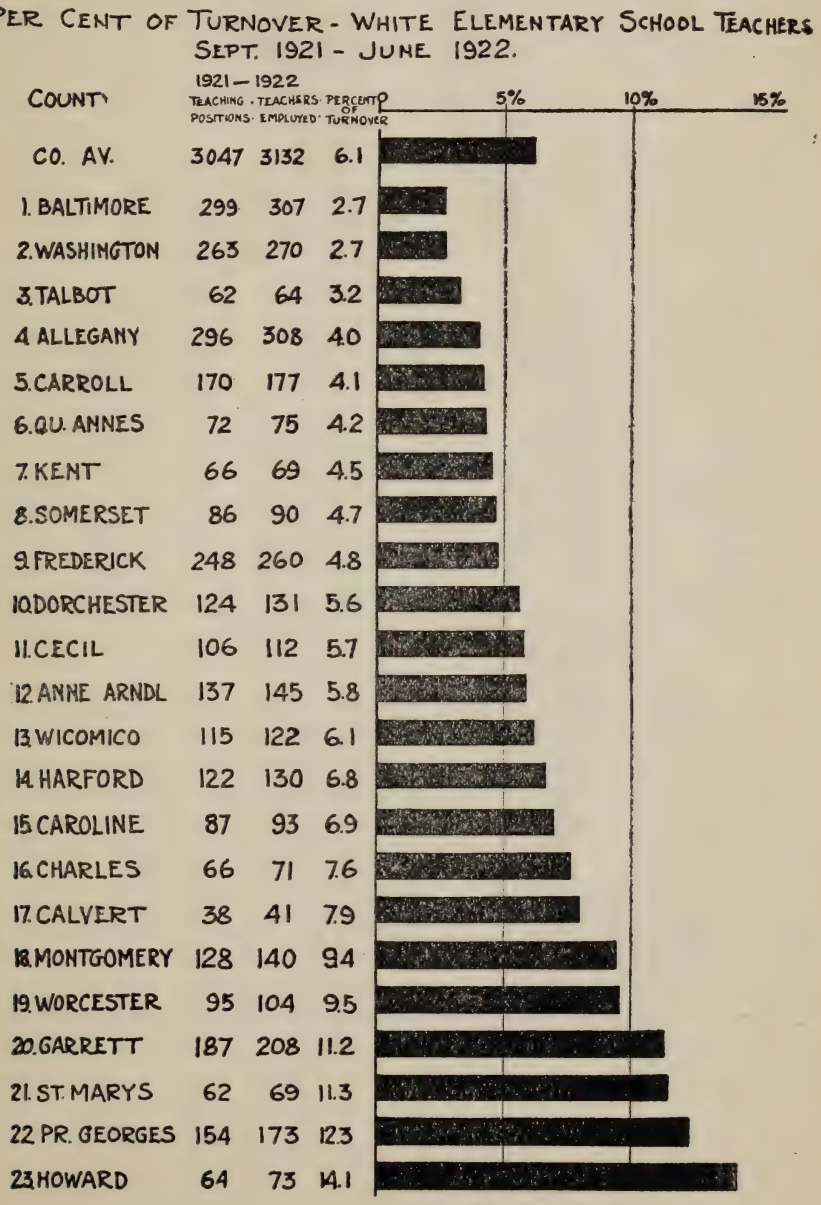

PER CENT OF TURNOVER - WHITE ELEMENTARY SCHOOL TEACHERS
SEPT. 1921 - JUNE 1922.
1921—1922
COUNTY
TEACHING POSITIONS
TEACHERS EMPLOYED
PERCENT OF TURNOVER
0
5%
10%
15%
CO. AV. 3047 3132 6.1
1. BALTIMORE 299 307 2.7
2. WASHINGTON 263 270 2.7
3. TALBOT 62 64 3.2
4. ALLEGANY 296 308 4.0
5. CARROLL 170 177 4.1
6. QU. ANNES 72 75 4.2
7. KENT 66 69 4.5
8. SOMERSET 86 90 4.7
9. FREDERICK 248 260 4.8
10. DORCHESTER 124 131 5.6
11. CECIL 106 112 5.7
12. ANNE ARNDL 137 145 5.8
13. WICOMICO 115 122 6.1
14. HARFORD 122 130 6.8
15. CAROLINE 87 93 6.9
16. CHARLES 66 71 7.6
17. CALVERT 38 41 7.9
18. MONTGOMERY 128 140 9.4
19. WORCESTER 95 104 9.5
20. GARRETT 187 208 11.2
21. ST. MARYS 62 69 11.3
22. PR. GEORGES 154 173 12.3
23. HOWARD 64 73 14.1

TABLE 18.

SEX AND TURNOVER OF WHITE ELEMENTARY TEACHERS, 1921-22.

County	Total White Elementary Teachers	No. of Men	Per Cent. of Men	Turnover, Sept., 1921, to June, 1922. Number. Men	Number. Women	Per Cent. Men	Per Cent. Women
County Average	3,042	278	9.1	34	151	12.2	5.45
Calvert	38	...	...	...	3	...	7.9
Wicomico	115	1	0.9	..	7	....	6.1
Cecil	106	1	0.9	..	6	..	5.7
Prince George's	154	4	2.6	4	15	100.0	10.0
Queen Anne's	72	2	2.8	..	3	....	4.3
Kent	66	2	3.0	..	3	....	4.7
Caroline	87	3	3.4	..	6	....	7.1
Montgomery	128	5	3.9	..	12	....	9.8
Harford	122	5	4.1	..	8	....	6.8
Worcester	95	4	4.2	2	7	50.0	7.7
Somerset	86	4	4.6	..	4	....	4.9
Allegany	296	16	5.4	1	11	6.2	3.9
Baltimore	299	18	6.0	1	7	5.6	2.5
Talbot	62	4	6.5	..	2	....	3.5
Howard	64	5	7.8	2	7	40.0	11.9
Dorchester	124	10	8.1	2	5	20.0	4.4
Charles	66	6	9.1	1	4	16.7	6.7
St. Mary's	62	6	9.7	..	7	....	12.5
Anne Arundel	137	16	11.7	3	5	18.8	4.1
Frederick	248	41	15.9	4	8	9.8	3.9
Washington	263	43	16.4	3	4	7.0	1.8
Carroll	170	35	20.6	6	1	17.1	0.7
Garrett	187	47	25.1	5	16	10.6	11.4

SEX OF WHITE ELEMENTARY TEACHERS

Only nine of every one hundred white elementary teachers in the counties are men and the variation ranges from none in Calvert to 25 in Garrett. It is interesting to note that in every county except Garrett, the per cent. of turnover is much greater among the men teachers, the average for men being 12.2 per cent, as contrasted with 5.45 for women. (See Table above.) The field of elementary education will therefore probably continue to depend almost entirely on the work of women.

In the report on high schools it will be seen that 27.7 per cent. of the girl graduates of the four-year course in high schools entered Maryland normal schools in the fall of 1922 as against but 4 per cent. of the boy graduates. Since there were 58 per cent. more girl than boy graduates, the large preponderance of women teachers in the elementary schools is likely to continue. For a discussion of this situation in the high schools, see pages 128-129.

AVERAGE SALARY PER TEACHER

The average salaries of all teachers in Baltimore City and in the counties show gains of nearly $100 and $50, respectively, for the school year ending in July, 1922. This brings the average amounts to $1,587 in the City and $918 in the average county. When, however, this amount is corrected to show the actual purchasing power of money compared with the pre-war basis, the average earnings in Baltimore City were $912 and in the counties only $528 per teacher.

TABLE 19.

Year Ending July 31—	Average Annual Salary of All Teachers.				Index Number of Cost of Living Used for Adjustment of Salaries.*
	Baltimore City.		Counties of Maryland.		
	Actual.	Adjusted for Cost of Living.	Actual.	Adjusted for Cost of Living.	
	(1)	(2)	(3)	(4)	(5)
1915	$822	$798	$443	$430	103
1916	789	752	454	432	105
1917	816	692	470	399	118
1918	789	556	529	373	142
1919	789	453	545	313	174
1920	1,139	572	630	317	199
1921	1,490	745	867	434	200
1922	1,587	912	918	528	174

*Bulletin, No. 1577, U. S. Department of Labor.—Changes in cost of living from December, 1913, to June, 1922. Increases of December, 1914 to 1921, over 1913, have been used.

These figures show beyond question the justification for the increased salary schedule enacted by the legislature of 1922. The provision made for white elementary* teachers is indicated below.

TABLE 20.

1922 MINIMUM SALARY SCHEDULE FOR WHITE ELEMENTARY SCHOOL TEACHERS.

(Former schedule in parentheses.)

Position	Years of Experience 1-3	4-5	6-8	9+
Teacher holding certificate of:				
Third grade (no increase)	$600	$650		
	(600)	(650)		
Second grade	750	800	$850	
	(700)	(750)	(800)	
First grade	950	1,050	1.100	$1,150
	(800)	(850)	(900)	(950)
First grade in charge of one- or two-teacher school	1,050	1,150	1,200	1,250
	(850)	(900)	(950)	(1,000)
Principal with two assistants	1,150	1,250	1,300	1,350
	(900)	(950)	(1,000)	(1,050)
Principal with five assistants and 200 in average attendance	1,350	1,450	1,500	1,550
	(900)	(950)	(1,000)	(1,050)
Principal with nine assistants and 360 in average attendance	1,550	1,650	1,700	1,750
	(900)	(950)	(1,000)	(1,050)

Provisional (emergency) teachers and principals receive $100 to $200 ($100) less than the foregoing schedule. Increments with service are compulsory for first class teachers only.

*For high school teachers, see pp. 132-134, and for colored teachers, see pp. 193-194.

QUALIFICATIONS FOR ELEMENTARY SCHOOL TEACHERS AND PRINCIPALS

The qualifications in effect for teachers holding certificates of the grades listed above were not changed by the Legislature. They are furnished below for the convenience of those unfamiliar with them.

Grade of Certificate	*Education*	*Examination*	*Teaching Experience*
Third	Less than high school graduation. Six weeks' professional training.	Elementary school subjects.	
Second	High school graduation and six weeks' professional training.	Elementary school subjects and special subjects.	
First	High school graduation. Normal school graduation.		
Principal	High school graduation. Normal school graduation. One-half year college, including professional courses in elementary education.		3 years.

Provision has been made for salary increases for all teachers except those holding third grade and provisional second grade certificates. The more training, the more is the increase in salary.

The average salary in the counties advanced slightly during the year 1921-22—by $56 in the white elementary and high schools and by $13 in the colored schools—the advances ranging from 3 to 6 per cent. (See Chart O, page 52.)

The average salary in the various types of schools in the individual counties shows a range of approximately $1,000. (See Table 21, page 53.) In high schools Baltimore County leads, with an average of $1,935, and Calvert is at the bottom, with $990.* Baltimore County is also highest in white elementary schools, with $1,517, while Garrett is lowest, with an average salary of $574. For colored schools† Calvert is again at the bottom, with $264, in contrast with Allegany at the top, with $1,290. These differences in salary go hand in hand with differences in the training of teachers. As the counties which are at the foot of the lists obtain teachers with higher grades of certificates the average salary will necessarily increase. The Equalization Fund has been established expressly for the purpose of aiding the poorer counties to finance a program which will permit the employment of better trained teachers as rapidly as they are available.

*For further details see report of Mr. North, pp. 132-133.
†For further details see report of Mr. Huffington, pp. 191, 193-194.

CHART O

AVERAGE ANNUAL SALARY OF TEACHERS IN COUNTIES OF MARYLAND, BY TYPE OF SCHOOL, 1917-1922

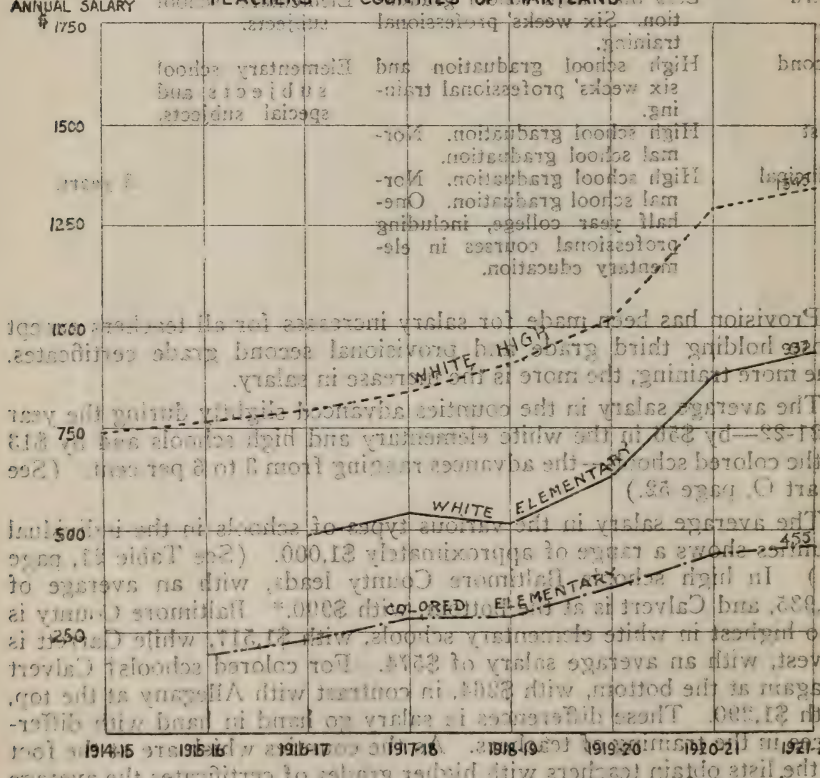


TABLE 21.

AVERAGE SALARY PER TEACHING POSITION, 1921-22.

WHITE HIGH SCHOOLS.		WHITE ELEMENTARY SCHOOLS.		COLORED SCHOOLS.	
County.	Average Salary.	County.	Average Salary.	County.	Average Salary.
County Average..	$1,295	County Average..	$937	County Average..	$465
Baltimore	1,935	Baltimore	1,517	Allegany	1,290
Charles	1,561	Allegany	1,218	Baltimore	1,084
Allegany	1,538	Montgomery	1,070	Washington	608
Montgomery	1,528	Cecil	1,002	Harford	560
Washington	1,451	Anne Arundel....	991	Cecil	542
Harford	1,380	Washington	949	Frederick	499
Carroll	1,312	Kent	885	Prince George's..	478
Worcester	1,295	Frederick	868	Montgomery	464
Frederick	1,292	Harford	858	Anne Arundel....	426
Queen Anne's....	1,226	Queen Anne's....	855	Carroll	418
Cecil	1,215	Prince George's..	845	Wicomico	414
Prince George's..	1,210	Talbot	827	Worcester	407
Kent	1,207	Howard	824	Howard	397
Garrett	1,192	Wicomico	805	Talbot	390
Anne Arundel....	1,169	Calvert	786	Caroline	380
Dorchester	1,164	Charles	779	Dorchester	372
Talbot	1,159	Somerset	761	Kent	370
Wicomico	1,153	Caroline	737	Queen Anne's....	366
Caroline	1,143	Carroll	708	Charles	346
Somerset	1,079	Dorchester	700	Somerset	344
Howard	1,027	Worcester	686	St. Mary's.....	297
Calvert	990	St. Mary's.....	665	Calvert	264
		Garrett	574		
Baltimore City:		Baltimore City:		Baltimore City:	
Senior High...	2,608	Elementary	1,467	Elementary	1,450
Junior High....	1,437	Junior High....	1,437	Senior High...	1,949

Although the average salary of white elementary teachers is $937, the salary paid in the median county is only $827, since the larger counties have in general higher salaries. (See Chart P, page 54.)

Only three counties decreased salaries during the year, Kent by $91 per teacher, Prince George's and Caroline by $7 and $5, respectively. Five counties increased from $51 to $75, three from $26 to $50, and ten gave increases ranging from $1 to $25. In most cases the increases were due to the increments which come with longer experience or to the employment of a larger proportion of trained teachers.

A comparison of salaries in white rural and graded elementary schools proves without a doubt that, with the exception of Baltimore County, the average rural teacher receives far less salary than the average teacher of a graded school. Of course, this is due to the fact that the teachers in the rural schools are, in every county except Baltimore, less well trained than are those in graded schools. The new 1922 salary

CHART P

AVERAGE ANNUAL SALARY OF WHITE SCHOOL TEACHERS, BY COUNTIES, 1921 AND 1922

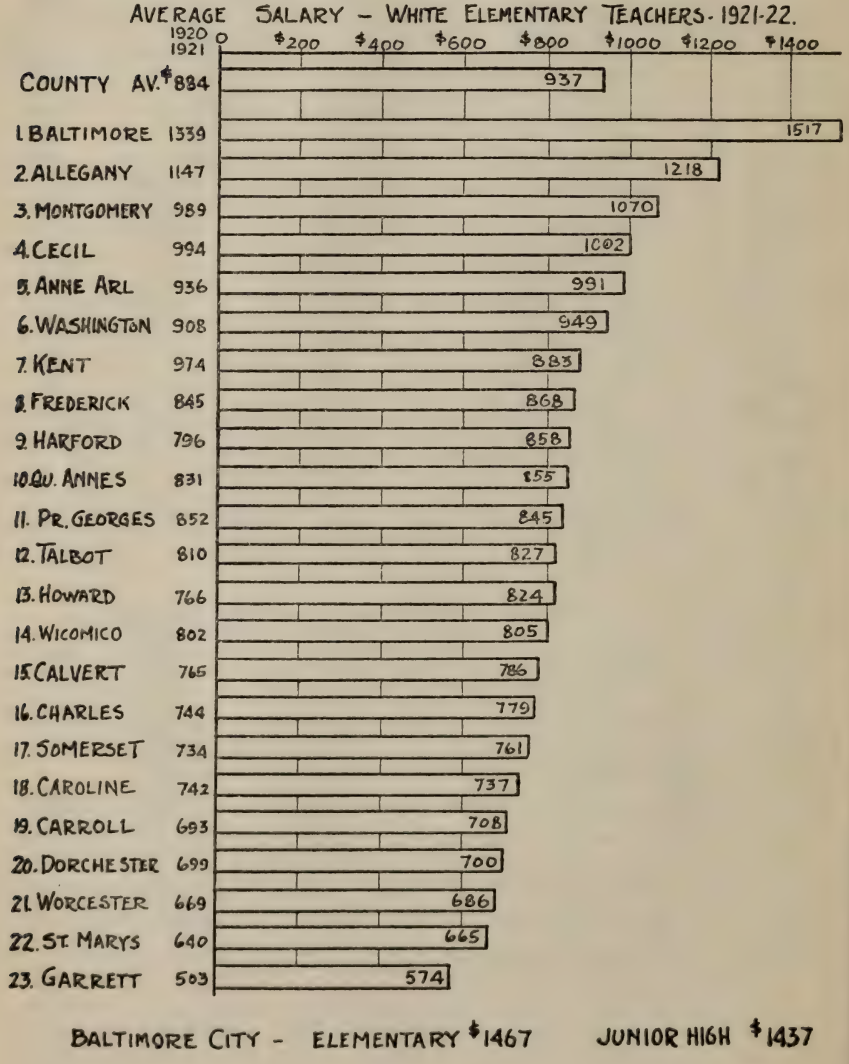
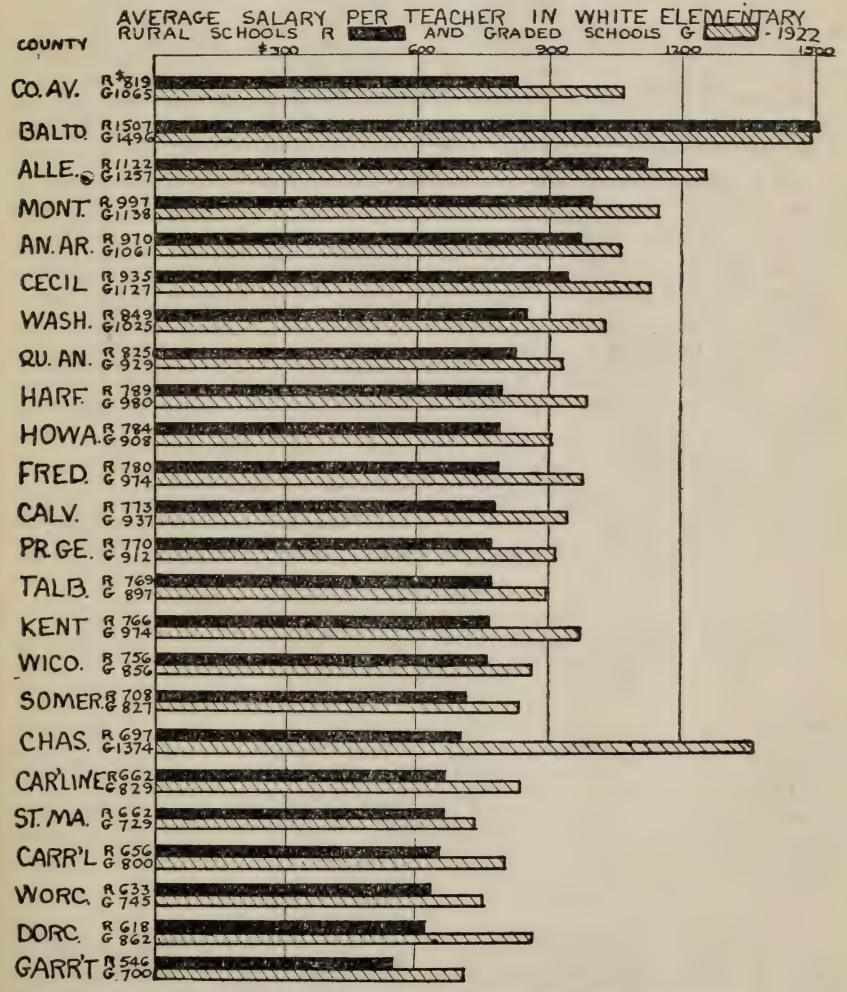


CHART Q

AVERAGE ANNUAL SALARY OF TEACHERS IN WHITE ELEMENTARY RURAL AND GRADED SCHOOLS, BY COUNTIES, YEAR ENDED JULY, 1922


AVERAGE SALARY PER TEACHER IN WHITE ELEMENTARY
RURAL SCHOOLS R AND GRADED SCHOOLS G - 1922
COUNTY
$300
600
900
1200
1500
CO. AV. R 819 G 1065
BALTO. R 1507 G 1496
ALLE. R 1122 G 1257
MONT. R 997 G 1138
AN. AR. R 970 G 1067
CECIL R 935 G 1127
WASH. R 849 G 1025
QU. AN. R 825 G 929
HARF. R 789 G 980
HOWA. R 784 G 908
FRED. R 780 G 974
CALV. R 773 G 937
PR. GE. R 770 G 912
TALB. R 769 G 897
KENT R 766 G 914
WICO. R 756 G 856
SOMER. R 708 G 821
CHAS. R 697 G 1374
CAR'LINE R 662 G 829
ST. MA. R 662 G 729
CARR'L R 656 G 800
WORC. R 633 G 745
DORC. R 618 G 862
GARR'T R 546 G 700

R - RURAL - SCHOOLS HAVING ONE TEACHER OR TWO TEACHERS
G - GRADED - SCHOOLS HAVING THREE OR MORE TEACHERS

schedule, however, provides that the teacher holding a first grade certificate who is in charge of a one- or two-room school, shall receive for her services $100 more than the regular salary schedule. Therefore, as soon as first grade teachers are available for the rural schools, these differences in salary should be eliminated. (See Chart Q, page 55.)

COST OF PUBLIC SCHOOLS

Nearly twelve million dollars* were expended on running Maryland's school system for the year ended July 31, 1922. Of this amount the State contributed one fifth, or $2,500,000.† The major portion of the total sum for current expenses was disbursed in Baltimore City, leaving about $5,300,000 as the expenditure of the counties. The State's share of the running expense in the counties was $1,500,000, an average of about 27.6 per cent. of the receipts of the county, exclusive of those from bond issues, sales of property, and short term loans.

In Chart R, page 57, the ratio between the State's contribution and the total receipts of each county is seen to range from 18 per cent. in Baltimore County to 50 per cent. in St. Mary's. Eighteen of the counties receive between a fourth and a third of their revenues from the State. Somerset, Charles, Calvert, and St. Mary's, which rank among the poorest counties in their index of wealth, get the largest proportion of State aid.

The establishment of the Equalization Fund, which benefits fifteen counties, will raise their proportion of State aid still higher. A rough estimate of the proportion of the current expense budget which fifteen of these counties will receive from the State in 1922-23 is given below:

TABLE 22.

ESTIMATED PER CENT. OF CURRENT EXPENSE BUDGET TO BE RECEIVED FROM STATE, 1922-23.

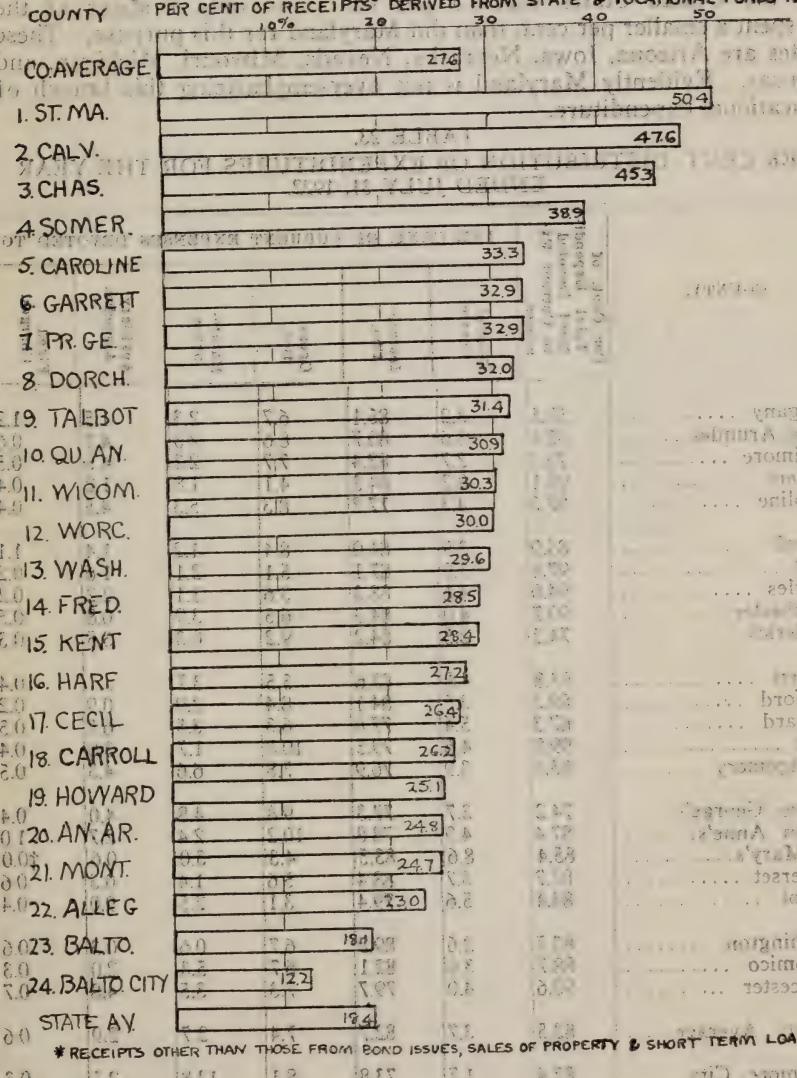
	Per Cent.		Per Cent.
Calvert	60.3	Caroline	41.7
Somerset	59.9	Prince George's	41.1
Charles	53.4	Queen Anne's	39.0
St. Mary's	50.3	Anne Arundel	35.5
Garrett	48.3	Frederick	33.6
Worcester	47.2	Cecil	32.2
Wicomico	45.7	Kent	32.1
Dorchester	42.0		

The per cent. of aid received from the State in all of these counties except St. Mary's will probably be greater by from 1 to 20 per cent. than for the year ending in July, 1922.

*See Table XIII, p. 260.
†See Table XI, page 258.

CHART R

WHAT PER CENT OF THE RECEIPTS FOR SCHOOL PURPOSES, IN EACH COUNTY, CAME FROM THE STATE DURING THE YEAR ENDED JULY 31, 1922?



* RECEIPTS OTHER THAN THOSE FROM BOND ISSUES, SALES OF PROPERTY & SHORT TERM LOANS

PURPOSE OF EXPENDITURES

Maryland, for capital outlay,* paid out nearly one sixth of her total expenditures, exclusive of those for debt service. Of expenditures for current expense, 2.5 per cent. in the State and 3.7 per cent. in the average county was used for general administrative purposes. For the year 1920, which is the last for which data are available, the average for the United States was 4.1 per cent. and only 7 states of the 48 spent a smaller per cent. than did Maryland for this purpose. These states are Arizona, Iowa, Nebraska, Nevada, Missouri, Michigan, and Kansas. Evidently Maryland is not over-emphasizing this branch of educational expenditure.

TABLE 23.

PER CENT. DISTRIBUTION OF EXPENDITURES FOR THE YEAR ENDED JULY 31, 1922.

COUNTY.	Per Cent. of Total Expenditure† Devoted to Current Expenses.	PER CENT. OF CURRENT EXPENSES DEVOTED TO					
		General Control.	Instruction.	Operation.	Maintenance.	Auxiliary Agencies.	Fixed Charges.
Allegany	58.5	3.2	85.1	6.7	2.3	1.5	1.2
Anne Arundel	85.4	3.6	80.7	8.6	2.3	4.2	0.6
Baltimore	75.3	2.7	82.4	7.7	2.2	4.5	0.5
Calvert	95.1	8.2	84.3	4.1	1.8	1.2	0.4
Caroline	97.3	4.3	77.2	8 3	5.3	4.5	0.4
Carroll	86.9	3.9	84.0	8.4	1.2	1.4	1.1
Cecil	97.8	3.9	87.1	5.1	2.1	1.6	0.2
Charles	94.0	4.6	88.3	3.6	1.1	2.2	0.2
Dorchester	90.7	4.0	84.3	6.5	3.9	0.8	0.5
Frederick	74.2	2.5	84.2	9.2	0.3	3.5	0.3
Garrett	93.8	4.8	85.6	5.5	3.7	...	0.4
Harford	88.3	3.5	84.1	8.4	2.9	0.9	0.2
Howard	67.3	5.4	77.8	6.3	3.5	6.5	0.5
Kent	99.8	4.6	79.5	10.8	1.7	3.0	0.4
Montgomery	95.5	3.9	76.9	7.8	6.6	4.3	0.5
Prince George's	74.2	3.7	77.3	9.8	4.8	4.0	0.4
Queen Anne's	87.4	4.9	78.8	10.2	2.4	2.7	1.0
St. Mary's	85.4	8.6	83.5	4.3	3.0	0.6	‡0.0
Somerset	87.7	3.7	88.4	5.6	1.4	0.3	0.6
Talbot	84.4	5.6	79.4	3.1	2.5	9.0	0.4
Washington	83.7	2.6	89.2	6.7	0.6	0.3	0.6
Wicomico	88.7	3.6	82.1	6.7	5.3	2.0	0.3
Worcester	93.6	4.0	79.7	7.3	3.5	4.8	0.7
County Average	82.5	3.7	82.7	7.4	2.7	2.9	0.6
Baltimore City	82.4	1.7	73.8	8.1	13.8	2.3	0.3
State Average	82.6	2.5	77.8	7.8	8.9	2.5	0.5

*See report of Mr. Holloway, pages 85-87.
†Exclusive of expenditures for debt service.
‡Less than .1 per cent.

In the counties, 82.7 per cent. of the total running expense was used for instruction purposes, and in the State as a whole, 77.8 per cent. This is a large proportion, as is evident when it is seen that for the country as a whole the proportion is 72 per cent. (See Table 23, page 58.)

COST PER PUPIL

As a result of some of the factors discussed before, length of session, attendance, pupils per teacher, training and experience of teachers, proportion of high school and colored pupils, the cost of educating each pupil attending averages $46.33 and varies among the counties from $29.66 in Somerset to over twice as much in Baltimore County—$65.42. The solid black bars show the amount spent for current expense for each pupil attending, the dotted line for each pupil enrolled, and the stippled bars the capital outlay for each pupil attending. (See Chart S, page 60.) The distribution of cost per pupil for general control, instruction and other purposes is shown in Table 24, page 61.

COST PER PUPIL FOR GENERAL CONTROL

On the average, the counties spent for general control $1.31 per pupil enrolled, and for each pupil attending, $1.69. The variation on the basis of enrollment is from $.77 in Somerset to $1.87 in Queen Anne's. If attendance is the criterion, the counties range from $1.02 in Washington to $2.87 in Calvert. In Calvert, of course, there is a larger percentage of colored people than in any other county in the State. This has a tendency to decrease the total attendance and increase the amount expended for administrative purposes per pupil attending.

CHART 8

COST PER PUPIL ENROLLED AND ATTENDING, FOR CURRENT EXPENSES AND CAPITAL OUTLAY, BY COUNTIES, YEAR ENDED JULY 31, 1922

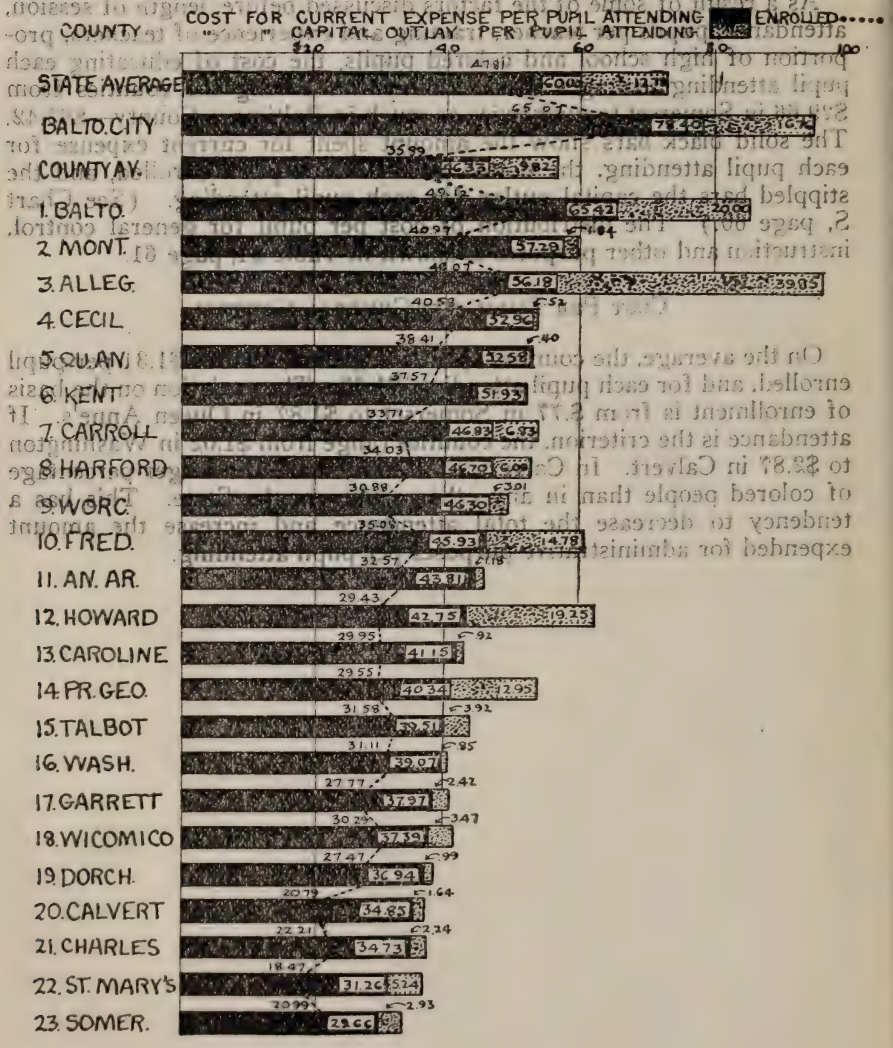


TABLE XXIV
COST PER PUPIL ENROLLED AND ATTENDING—1921-1922

COUNTIES	Total Current Expense		General Control		Instruction And Supervision		Operation		Maintenance		Aux. Agencies		Fixed Charges		Capital Outlay	
	Enrolled	Attending	Enrolled	Attending	Enrolled	Attending	Enrolled	Attending	Enrolled	Attending	Enrolled	Attending	Enrolled	Attending	Enrolled	Attending
Baltimore	$49.12	$65.42	$1.31	$1.75	$40.40	$53.88	$3.77	$5.03	$1.09	$1.45	$2.22	$2.96	$ .27	$ .35	$15.06	$20.56
Montgomery	40.97	57.29	1.58	2.21	31.51	44.05	3.19	4.47	2.72	3.8	1.75	2.44	.22	.32	1.31	1.84
Allegany	48.07	56.18	1.53	1.79	40.89	47.79	3.24	3.79	1.11	1.30	.74	.86	.56	.66	34.10	39.85
Cecil	40.58	52.96	1.60	2.09	35.36	46.15	2.06	2.69	.85	1.11	.63	.82	.08	.10	.40	.52
Queen Anne's	38.41	52.58	1.87	2.55	30.28	41.46	3.91	5.35	.92	1.26	1.03	1.41	.40	.55	.29	.40
Kent	37.57	51.93	1.75	2.42	29.88	41.29	4.04	5.59	.63	.87	1.14	1.58	.18	.18	...	...
Carroll	33.71	46.83	1.32	1.83	28.20	39.31	2.83	3.93	.42	.58	.49	.67	.36	.51	4.92	6.85
Harford	34.03	46.70	1.19	1.64	28.63	39.29	2.84	3.90	1.00	1.37	.30	.41	.07	.09	4.44	6.09
Worcester	30.88	46.30	1.22	1.83	24.68	36.92	2.25	3.37	1.07	1.61	1.50	2.25	.21	.32	2.01	3.01
Frederick	35.08	45.93	.88	1.15	29.16	38.18	3.19	4.17	.51	.67	1.23	1.61	.11	.15	11.20	14.78
Anne Arundel	32.57	43.81	1.16	1.56	26.28	35.35	2.81	3.78	.76	1.02	1.35	1.82	.21	.28	.88	1.18
Howard	29.43	42.75	1.58	2.29	22.91	33.27	1.87	2.72	1.02	1.48	1.92	2.80	.13	.19	13.25	19.22
Caroline	29.95	41.15	1.29	1.78	23.14	31.79	2.47	3.40	1.58	2.17	1.36	1.86	.11	.15	.67	.92
Prince George's	29.55	40.34	1.10	1.50	22.84	31.19	2.89	3.95	1.42	1.93	1.17	1.60	.13	.17	9.49	12.95
Talbot	31.58	39.51	1.77	2.21	25.07	31.37	.98	1.22	.79	.99	2.85	3.57	.12	.15	3.14	3.92
Washington	31.11	39.07	.81	1.02	27.74	34.83	2.09	2.63	.19	.23	.09	.12	.19	.24	.68	.85
Garrett	27.77	37.97	1.33	1.82	23.75	32.46	1.53	2.10	1.04	1.42	.83	1.12	.12	.17	1.77	2.42
Wicomico	30.29	37.39	1.09	1.35	24.85	30.67	2.03	2.51	1.60	1.97	.61	.76	.11	.13	2.81	3.47
Dorchester	27.47	36.94	1.09	1.47	23.16	31.14	1.79	2.40	1.07	1.44	.22	.30	.14	.19	.73	.99
Calvert	20.79	34.85	1.71	2.87	17.52	29.37	.85	1.42	.38	.64	.26	.43	.07	.12	.98	1.64
Charles	22.21	34.73	1.03	1.61	19.61	30.66	.79	1.24	.25	.39	.48	.75	.05	.08	1.44	2.24
St. Mary's	18.47	31.26	1.58	2.67	15.42	26.10	.79	1.34	.56	.94	.12	.20	.01	.01	3.10	5.24
Somerset	20.99	29.65	.77	1.09	18.57	26.23	1.17	1.65	.30	.43	.06	.09	.12	.16	2.78	3.93
Co. Average	$35.89	$46.33	$1.31	$1.69	$29.70	$38.33	$2.66	$3.41	$ .98	$1.27	$1.03	$1.33	$ .21	$ .27	$7.61	$9.82
Co. Median	31.11	42.75	1.29	1.79	25.07	34.83	2.25	3.37	.92	1.26	.74	.86	.13	.17	2.01	3.01
Baltimore City*	65.07	78.40	1.08	1.30	48.90	57.82	5.28	6.37	8.99	10.84	1.48	1.79	.24	.28	13.90	16.76
State Average*	$47.81	$59.99	$1.21	$1.52	$37.17	$46.64	$3.74	$4.69	$4.26	$5.34	$1.21	$1.52	$ .22	$ .28	$10.48	$12.78

*Includes Baltimore City training schools for teachers and evening schools.

TABLE 25.

COST, FOR GENERAL CONTROL, YEAR ENDED JULY 31, 1922, PER PUPIL ENROLLED AND ATTENDING

County.	Enrolled.	Attending.	County.	Enrolled.	Attending.
County Average..	$1.31	$1.69	13. Caroline	$1.29	$1.78
			14. Baltimore	1.31	1.75
1. Calvert	1.71	2.87	15. Harford	1.19	1.64
2. St. Mary's.....	1.58	2.67	16. Charles	1.03	1.61
3. Queen Anne's.....	1.87	2.55	17. Anne Arundel....	1.16	1.56
4. Kent	1.75	2.42	18. Prince George's..	1.10	1.50
5. Howard	1.58	2.29	19. Dorchester	1.09	1.47
6. Talbot	1.77	2.21	20. Wicomico	1.09	1.35
7. Montgomery	1.58	2.21	21. Frederick	0.88	1.15
8. Cecil	1.60	2.09	22. Somerset	0.77	1.09
9. Carroll	1.32	1.83	23. Washington	0.81	1.02
10. Worcester	1.22	1.83			
11. Garrett	1.33	1.82	Baltimore City.....	1.08	1.30
12. Allegany	1.53	1.79	State Average.....	1.21	1.52

FINANCING ELEMENTARY AND HIGH SCHOOLS

Expenditures exclusive of those for general control for white elementary, white high, and colored schools have been segregated in the table below for the State, the counties, and Baltimore City.

TABLE 26.

EXPENDITURES, EXCLUSIVE OF GENERAL CONTROL, YEAR ENDED JULY 31, 1922, FOR

SCHOOLS.	Current Expense.	Capital Outlay.	Total.
	STATE.		
White Elementary*.....	$8,236,392.06	$1,859,225.20	$10,095,617.26
White High.....	1,975,329.79	489,056.15	2,464,385.94
Colored	1,189,854.35	155,916.08	1,345,770.43
	COUNTIES.		
White Elementary.....	3,528,417.20	659,225.20	4,187,642.40
White High.....	1,067,736.44	347,299.24	1,415,035.68
Colored	438,262.14	91,606.73	529,868.87
	BATIMORE CITY.		
White Elementary and Junior High	4,707,974.86	1,200,000.00	5,907,974.86
White Senior High.....	907,593.35	141,756.91	1,049,350.26
Colored	751,592.21	64,309.35	815,901.56

*Including Junior High and Vocational Schools in Baltimore City.

The cost per pupil, exclusive of general control, computed for the white high, white elementary, and colored schools in the counties, is shown in the following table.

TABLE 27.

AVERAGE COST* PER PUPIL IN WHITE HIGH, WHITE ELEMENTARY, AND COLORED SCHOOLS, COUNTIES OF MARYLAND, YEAR ENDED JULY 31, 1922

PURPOSE.	COST PER PUPIL.					
	ATTENDING.			ENROLLED.		
	White High Schools.†	White Elementary Schools.	Colored Schools.†	White High Schools.†	White Elementary Schools.	Colored Schools.†
Instruction:						
Supervisors	**	$0.66	$0.96	**	$0.53	$0.63
Salaries	$76.85	34.66	16.31	$64.98	27.64	10.70
Textbooks	3.28	1.32	0.83	2.77	1.05	0.54
Materials	2.44	0.41	0.32	2.05	0.32	0.21
Other	.62	0.24	0.11	0.52	0.20	0.07
Total	$83.19	$37.29	$18.53	$70.32	$29.74	$12.15
Operation	7.20	3.33	1.86	6.08	2.65	1.22
Maintenance	2.62	1.22	0.79	2.21	0.97	0.52
Auxiliary Agencies	3.32	1.01	0.13	2.80	0.80	0.09
Total current expenses*.	$96.33	$42.85	$21.31	$81.41	$34.16	$13.98
Capital outlay	31.35	8.01	4.46	26.48	6.39	2.92
Grand total	$127.68	$50.86	$25.77	$107.89	$40.55	$16.90

*Exclusive of general control.

**Exclusive of supervision.

†For a detailed discussion by individual counties for white high schools, see Mr. North's report, pages 139-142; and for colored schools, Mr. Huffington's report, pages 197-199.

TABLE 28.

COST PER PUPIL FOR CURRENT EXPENSE IN COUNTIES OF MARYLAND FOR YEAR ENDED JULY 31, 1922

COUNTY.	COST PER PUPIL							
	ENROLLED.				ATTENDING.			
	All Schools.	White High Schools.	White Elementary Schools.	Colored Schools.	All Schools.	White High Schools.	White Elementary Schools.	Colored Schools.
County Average	$35.89	$81.41	$34.16	$13.98	$46.33	$96.33	$42.85	$21.31
Baltimore	49.12	99.15	41.98	32.02	65.42	117.98	58.07	49.84
Montgomery	40.97	89.58	41.18	11.77	57.29	108.04	60.15	18.78
Allegany	48.07	90.98	37.53	52.41	56.18	105.13	46.83	61.71
Cecil	40.58	83.92	33.71	22.18	52.96	102.59	45.83	34.98
Queen Anne's	38.41	113.50	37.46	10.86	52.58	134.27	50.71	15.93
Kent	37.57	116.40	37.91	12.88	51.93	135.04	51.64	20.86
Carroll	33.71	96.87	25.19	14.93	46.83	114.40	35.92	26.84
Harford	34.03	82.60	28.44	18.07	46.70	100.20	40.02	27.15
Worcester	30.88	117.05	26.80	10.17	46.30	137.82	40.35	16.27
Frederick	35.08	68.70	30.16	18.92	45.93	78.52	39.96	26.50
Anne Arundel	32.57	75.10	35.93	12.33	43.81	85.46	47.83	20.17
Howard	29.43	63.72	27.22	11.47	42.75	79.11	38.43	19.21
Caroline	29.95	72.90	25.80	12.41	41.15	110.30	34.46	20.83
Prince George's	29.55	77.00	27.68	13.61	40.34	93.38	38.25	21.72
Talbot	31.58	89.40	30.95	11.98	39.51	98.99	38.71	15.45
Washington	31.11	58.59	25.83	22.61	39.07	65.57	34.94	32.14
Garrett	27.77	74.18	22.29	.....	37.97	90.29	32.43	.....
Wicomico	30.29	60.05	26.31	12.00	37.39	70.40	35.69	15.85
Dorchester	27.47	66.90	26.72	11.86	36.94	77.56	36.90	17.88
Calvert	20.79	44.72	29.99	6.56	34.85	51.66	47.80	12.61
Charles	22.21	69.30	28.58	8.45	34.73	88.54	41.97	15.00
St. Mary's	18.47	.....	20.40	9.12	31.26	.....	34.07	18.06
Somerset	20.99	57.41	23.51	8.19	29.65	68.51	33.20	12.65
Baltimore City	65.07	124.12	59.05	47.15	78.40	137.85	72.24	60.30
State Average	47.81	96.72	*45.75	25.14	59.99	111.80	*55.80	36.03

*Including Baltimore City junior high and vocational schools.

CHART T

COST, PER PUPIL ENROLLED IN AND ATTENDING WHITE ELEMENTARY SCHOOLS, FOR CURRENT EXPENSE AND CAPITAL OUTLAY, BY COUNTIES, YEAR ENDED JULY 31, 1922

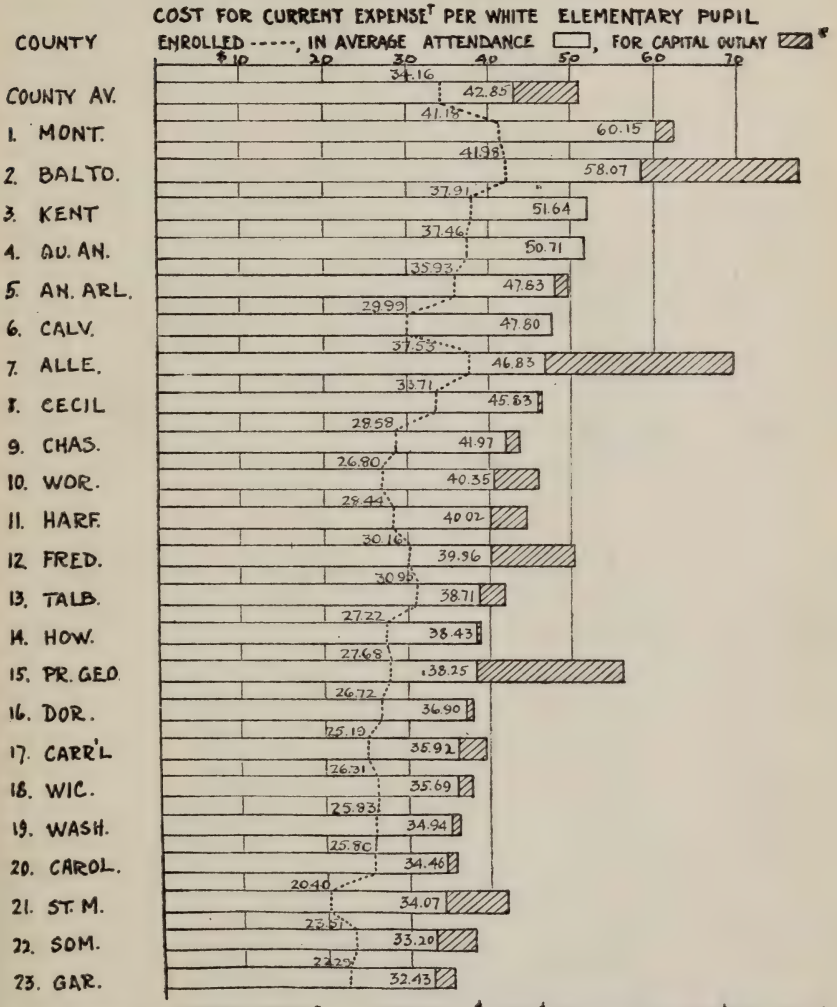
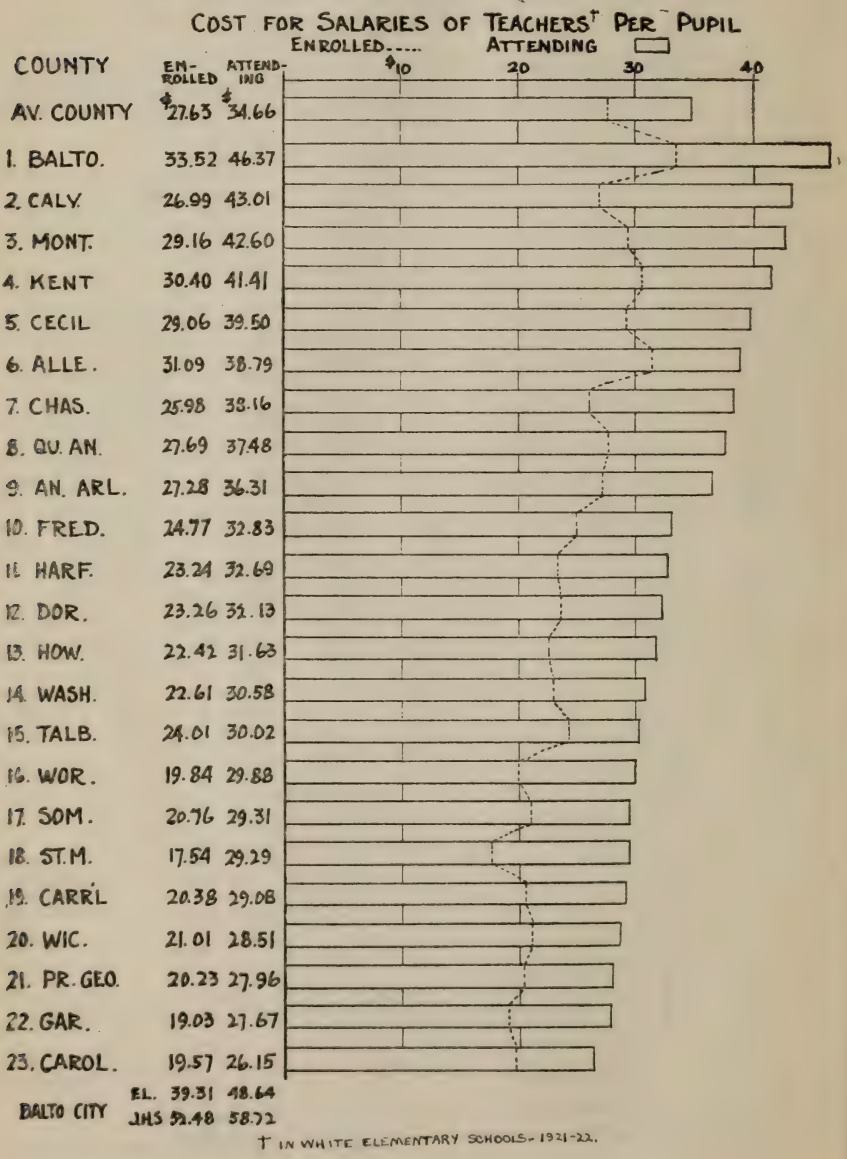

COST FOR CURRENT EXPENSE† PER WHITE ELEMENTARY PUPIL
COUNTY
ENROLLED -----, IN AVERAGE ATTENDANCE ▭, FOR CAPITAL OUTLAY ▨*
$ 10 20 30 40 50 60 70
COUNTY AV. 34.16 42.85
1. MONT. 41.18 60.15
2. BALTO. 41.98 58.07
3. KENT 37.91 51.64
4. QU. AN. 37.46 50.71
5. AN. ARL. 35.93 47.83
6. CALV. 29.99 47.80
7. ALLE. 37.53 46.83
8. CECIL 35.71 45.83
9. CHAS. 28.58 41.97
10. WOR. 26.80 40.35
11. HARF. 28.49 40.02
12. FRED. 30.16 39.96
13. TALB. 30.95 38.71
14. HOW. 27.22 38.43
15. PR. GEO. 27.68 38.25
16. DOR. 26.72 36.90
17. CARR'L. 25.19 35.92
18. WIC. 26.31 35.69
19. WASH. 25.83 34.94
20. CAROL. 25.80 34.46
21. ST. M. 20.40 34.07
22. SOM. 23.51 33.20
23. GAR. 22.29 32.43
BALTO CITY CURRENT EXPENSE* $56.38 - $69.76*
CAPITAL OUTLAY* 7.00 - 8.66
ELEMENTARY
JUNIOR HIGH $81.82 - 91.62*
" " 84.15 - 94.18*
† EXCLUSIVE OF ADMINISTRATION
* PER PUPIL IN AVERAGE ATTENDANCE
* SUPERVISION, MAINTENANCE, AUXILIARY AGENCIES & CAPITAL OUTLAY ESTIMATES

CHART U

COST, PER PUPIL ENROLLED IN AND ATTENDING WHITE ELEMENTARY SCHOOLS, FOR SALARIES OF TEACHERS, BY COUNTIES, YEAR ENDED JULY 31, 1922



COUNTY	ENROLLED	ATTENDING
AV. COUNTY	$27.63	$34.66
1. BALTO.	33.52	46.37
2. CALV.	26.99	43.01
3. MONT.	29.16	42.60
4. KENT	30.40	41.41
5. CECIL	29.06	39.50
6. ALLE.	31.09	38.79
7. CHAS.	25.98	38.16
8. QU. AN.	27.69	37.48
9. AN. ARL.	27.28	36.31
10. FRED.	24.77	32.83
11. HARF.	23.24	32.69
12. DOR.	23.26	32.13
13. HOW.	22.42	31.63
14. WASH.	22.61	30.58
15. TALB.	24.01	30.02
16. WOR.	19.84	29.88
17. SOM.	20.76	29.31
18. ST.M.	17.54	29.29
19. CARR'L	20.38	29.08
20. WIC.	21.01	28.51
21. PR. GEO.	20.23	27.96
22. GAR.	19.03	27.67
23. CAROL.	19.57	26.15
BALTO CITY	EL. 39.31	48.64
	JHS 52.48	58.72

† IN WHITE ELEMENTARY SCHOOLS - 1921-22.

COST PER PUPIL IN WHITE ELEMENTARY SCHOOLS

The cost for current expense per pupil enrolled in white elementary schools averages $34.16, with a variation among the counties from $20.40 in St. Mary's to $41.98 in Baltimore County. The median cost is $28.44. When attendance is the basis of computing costs, the average is $42.85, and the range from $32.43 in Garrett County to $60.15 in Montgomery. The median cost is about $40. The county with the highest cost per pupil spends about twice as much as the one with the lowest costs. (See Chart T, page 65.)

SALARIES

The largest item of cost is, of course, teacher's salaries. The average for this purpose per pupil enrolled is $27.63, the median $23.26. St. Mary's is lowest, with an expenditure of $17.54, and Baltimore County highest, with $33.52 per pupil enrolled. On this item, also, Baltimore County spends about twice as much per pupil as St. Mary's. When attendance is the divisor, Caroline County stands at the foot of the list, with $26.15; Dorchester is the median, spending $32.13; and Baltimore leads, with $46.37. This amount is dependent on the certification, experience, and salary of teachers, the number of pupils per teacher and the attendance. All of these factors are discussed in the earlier sections of the report. (See Chart U, page 66.)

SUPERVISION

In 1921-22 supervision cost very little per pupil, largely because six counties spent nothing for this purpose. The amount should increase during the coming year, however, since, as a result of the legislation of 1922,* every county must employ at least one supervisor. Queen Anne's spent the largest amount, 99 cents per pupil enrolled and $1.34 per pupil attending (See first column of Chart V, page 68).

TEXT BOOKS AND MATERIALS

Text books, materials, and costs of instruction other than supervision and salaries per teacher show a wide range, Queen Anne's, at the top of the list, spending five times as much as Garrett, at the bottom. Since the State provides approximately 80 cents per pupil enrolled and $1.00 per pupil attending in all types of schools, some counties at the bottom of the list—for instance, Garrett, Washington, and Dorchester—are spending for their elementary pupils no more than is provided by the State. A county ranking high in this list should show good results in instruction, for without an adequate supply of text books and supplementary readers no teacher can do her best work. (See middle column of Chart V, page 68.)

*See page 24.

CHART V

COST, PER PUPIL ENROLLED IN AND ATTENDING WHITE ELEMENTARY SCHOOLS, FOR SUPERVISION, TEXTBOOKS, MATERIALS OF INSTRUCTION, AND AUXILIARY AGENCIES, BY COUNTIES, YEAR ENDED JULY 31, 1922

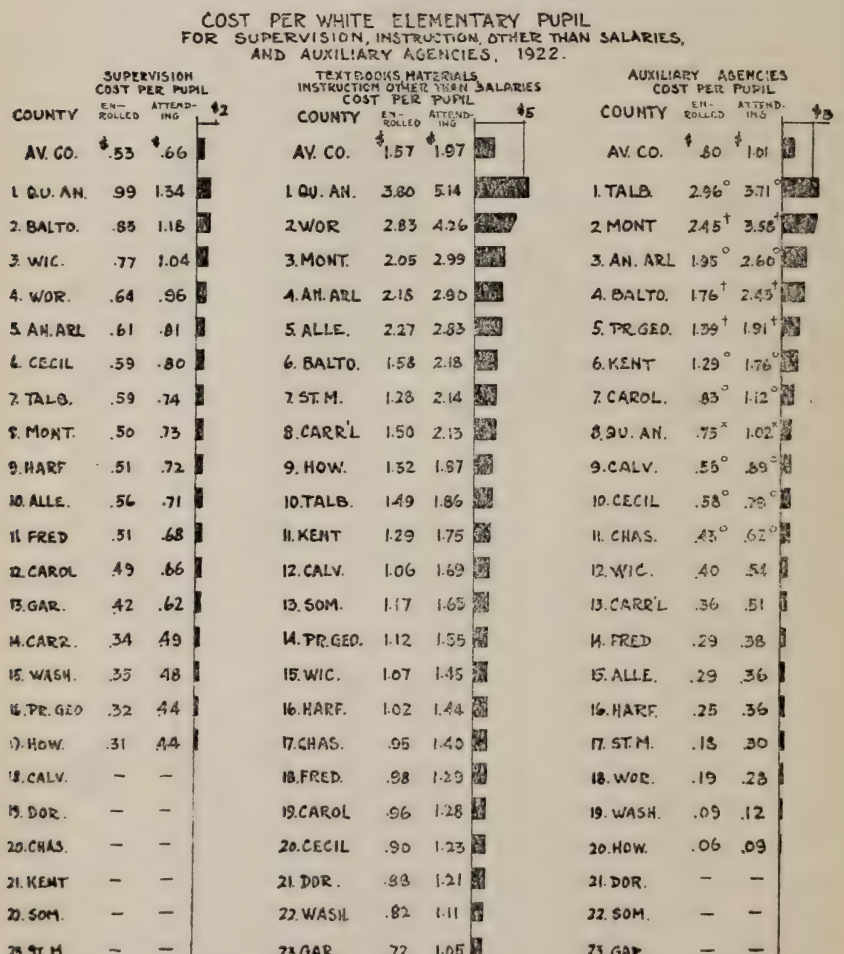
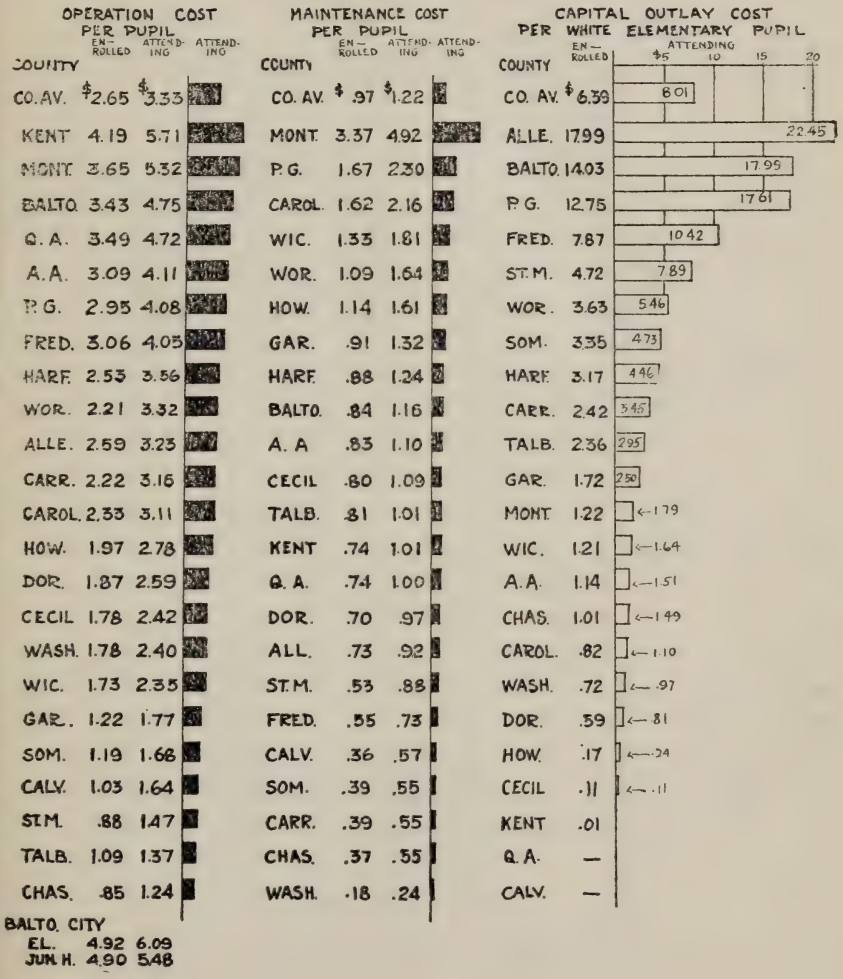

COST PER WHITE ELEMENTARY PUPIL
FOR SUPERVISION, INSTRUCTION, OTHER THAN SALARIES, AND AUXILIARY AGENCIES, 1922.
SUPERVISION COST PER PUPIL
COUNTY | EN-ROLLED | ATTEND-ING
$2
AV. CO. $.53 $.66
1. QU. AN. .99 1.34
2. BALTO. .83 1.18
3. WIC. .77 1.04
4. WOR. .64 .96
5. AN. ARL .61 .81
6. CECIL .59 .80
7. TALB. .59 .74
8. MONT. .50 .73
9. HARF. .51 .72
10. ALLE. .56 .71
11. FRED .51 .68
12. CAROL .49 .66
13. GAR. .42 .62
14. CARR. .34 .49
15. WASH. .35 .48
16. PR. GEO .32 .44
17. HOW. .31 .44
18. CALV. — —
19. DOR. — —
20. CHAS. — —
21. KENT — —
22. SOM. — —
23. ST. M. — —
TEXTBOOKS, MATERIALS INSTRUCTION OTHER THAN SALARIES COST PER PUPIL
COUNTY | EN-ROLLED | ATTEND-ING
$5
AV. CO. $1.57 $1.97
1. QU. AN. 3.80 5.14
2. WOR 2.83 4.26
3. MONT. 2.05 2.99
4. AN. ARL 2.18 2.90
5. ALLE. 2.27 2.83
6. BALTO. 1.58 2.18
7. ST. M. 1.28 2.14
8. CARR'L 1.50 2.13
9. HOW. 1.32 1.87
10. TALB. 1.49 1.86
11. KENT 1.29 1.75
12. CALV. 1.06 1.69
13. SOM. 1.17 1.65
14. PR. GEO. 1.12 1.55
15. WIC. 1.07 1.45
16. HARF. 1.02 1.44
17. CHAS. .95 1.40
18. FRED. .98 1.29
19. CAROL .96 1.28
20. CECIL .90 1.23
21. DOR. .88 1.21
22. WASH. .82 1.11
23. GAR. .72 1.05
BALTO. CITY EL. 1.57 1.94
JUN. H 6.85 6.78
AUXILIARY AGENCIES COST PER PUPIL
COUNTY | EN-ROLLED | ATTEND-INS
$3
AV. CO. $.80 $1.01
1. TALB. 2.96° 3.71°
2. MONT 2.45† 3.58†
3. AN. ARL 1.95° 2.60°
4. BALTO. 1.76† 2.45†
5. PR. GEO. 1.39† 1.91†
6. KENT 1.29° 1.76°
7. CAROL. .83° 1.12°
8. QU. AN. .75× 1.02×
9. CALV. .55° .89°
10. CECIL .58° .78°
11. CHAS. .43° .62°
12. WIC. .40 .54
13. CARR'L .36 .51
14. FRED .29 .38
15. ALLE. .29 .36
16. HARF. .25 .36
17. ST. M. .18 .30
18. WOR. .19 .28
19. WASH. .09 .12
20. HOW. .06 .09
21. DOR. — —
22. SOM. — —
23. GAR. — —
° CHIEFLY TRANSPORTATION
† TRANSPORTATION & HEALTH
× TRANSPORTATION & OTHER

CHART W

COST, PER PUPIL ENROLLED IN AND ATTENDING WHITE ELEMENTARY SCHOOLS, FOR OPERATION, MAINTENANCE AND CAPITAL OUTLAY, BY COUNTIES, YEAR ENDED JULY 31, 1922



TRANSPORTATION AND HEALTH

The expenditure per pupil for auxiliary agencies, which includes chiefly transportation, health service, and libraries, is only 80 cents per pupil enrolled and $1.01 per pupil attending. Garrett, Somerset, and Dorchester are spending nothing for this purpose. Worcester should show an expenditure for transportation, but, owing to the inclusion of the total amount for this purpose under high schools in the report from this county, the expenditure for each elementary pupil is not available. Talbot, Anne Arundel, Kent, Caroline, and Queen Anne's are doing the most for transportation, and Montgomery, Baltimore, and Prince George's are paying most attention to health service for their pupils. (See last column of Chart V, page 68.)

OPERATION AND MAINTENANCE

There is wide variation in the cost of operation and maintenance per elementary school pupil. It is surprising to find Talbot near the bottom of the list in operation costs. Kent is at the top, with a high cost, $4.19 per pupil enrolled and $5.71 per pupil attending. In maintenance, or repair and replacement of plant and equipment, Washington and Carroll, among our wealthier counties, are at the foot of the list. Prince George's, as a result of its budget increase and in order to make up for past deficiencies, appears near the top of the list. (See first and middle columns of Chart W, page 69.)

CAPITAL OUTLAY

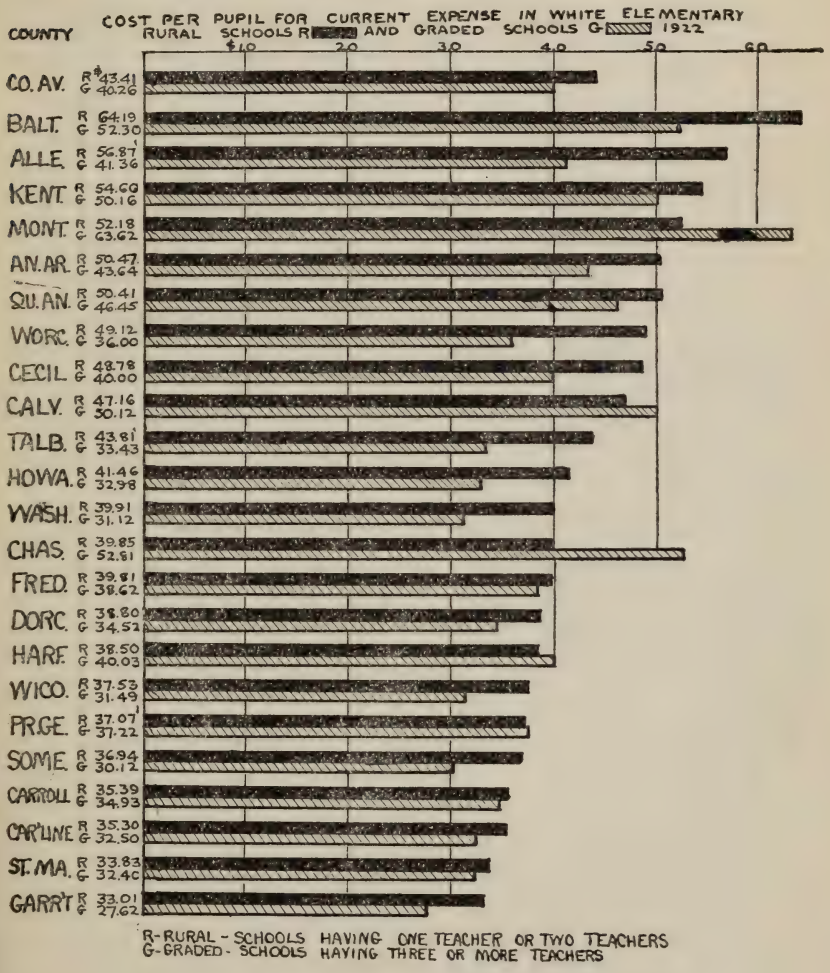
The expenditure for capital outlay for each elementary pupil is shown in the last column of Chart W, page 69. This has been discussed in Mr. Holloway's report on pages 85-87.

RURAL OR GRADED SCHOOLS

The cost of maintaining rural schools per pupil attending is greater than that of graded schools, the average being $43.41 for the rural as against $40.26 for the graded schools. And this is true despite the lower qualifications and the lower salaries of rural teachers and the cost of transportation to consolidated schools. The chief cause of this higher cost is the smaller number of pupils per teacher in the rural schools, 22, as against an average in the graded schools of 32 pupils per teacher.

CHART X

COST, PER PUPIL ATTENDING WHITE ELEMENTARY RURAL AND GRADED SCHOOLS, FOR CURRENT EXPENSE, BY COUNTIES, YEAR ENDED JULY 31, 1922


COUNTY
COST PER PUPIL FOR CURRENT EXPENSE IN WHITE ELEMENTARY
RURAL SCHOOLS R AND GRADED SCHOOLS G 1922
$10
20
30
40
50
60
CO. AV. R 43.41 G 40.26
BALT. R 64.19 G 52.30
ALLE. R 56.87 G 41.36
KENT. R 54.60 G 50.16
MONT. R 52.18 G 63.62
AN. AR. R 50.47 G 43.64
SU. AN. R 50.41 G 46.45
WORC. R 49.12 G 36.00
CECIL R 48.78 G 40.00
CALV. R 47.16 G 30.12
TALB. R 43.81 G 33.43
HOWA. R 41.46 G 32.98
WASH. R 39.91 G 31.12
CHAS. R 39.85 G 52.61
FRED. R 39.81 G 38.62
DORC. R 38.80 G 34.52
HARF. R 38.50 G 40.03
WICO. R 37.53 G 31.49
PR.GE. R 37.07 G 37.22
SOME. R 36.94 G 30.12
CARROLL R 35.39 G 34.93
CA'LINE R 35.30 G 32.50
ST. MA. R 33.83 G 32.40
GARR'T R 33.01 G 27.62

R-RURAL - SCHOOLS HAVING ONE TEACHER OR TWO TEACHERS
G-GRADED - SCHOOLS HAVING THREE OR MORE TEACHERS

The table below shows the distribution for the various purposes. The greatest difference appears in the expenditure per pupil for teachers' salaries.

TABLE 29.

COST* PER PUPIL ATTENDING WHITE ELEMENTARY RURAL AND GRADED SCHOOLS, 1921-1922

	Rural.	Graded.
Instruction:		
Salaries	$37.01	$32.65
Textbooks	1.37	1.15
Materials	.27	.29
Other purposes	.15	.11
Total	$38.80	$34.20
Operation	2.93	3.64
Maintenance	1.30	1.14
Auxiliary agencies	.38	1.28
Total	$43.41	$40.26
Capital outlay	2.67	11.19
Grand total	$46.08	$51.45

The graded schools in Montgomery, Calvert, and Charles, unlike those in the other counties, show a considerable excess in cost over rural schools. This is because the larger schools in these counties have more teachers than are required by law. In several other counties, Harford, Prince George's, and Carroll, the cost per pupil in the two types of schools is nearly the same.

Conditions in the majority of the counties as exhibited in Chart X, page 71, would indicate that graded schools, some of which are the result of consolidation, not only are more efficient from the standpoint of securing better grading for children, better trained teachers, and more adequate buildings and equipment, but are actually cheaper to run than are the one- and two-room rural schools. Every county should therefore be working out a program of consolidation of schools as rapidly as local conditions will permit.*

*See Mr. Holloway's report, pp. 81 to 84, for further discussion of this problem.

SUPERVISION OF RURAL SCHOOLS

By William J. Holloway, *Acting Assistant Superintendent*

The activities of the Supervisor of Rural Schools have, during the past year, been directed towards the attainment of the following objectives, which were agreed upon in conference with the State Superintendent at the beginning of the school year:

1. Direction and supervision of the making of a rural school course of study.
2. Supervision of teacher-training courses for rural teachers in summer schools.
3. Organization of extension course centers in counties somewhat remote from normal schools, giving courses to rural teachers in these centers, and selecting other professional men and women to assist.
4. Problems of school attendance and State follow-up work.
5. Rural school improvement on the physical side, including health and physical education, sanitation, buildings, and consolidation.
6. Community activities, in so far as the State shall share.

These objectives emphasize administrative functions rather more than in former years, for the reason that the State Superintendent, himself a specialist in supervision, has fortunately been able to give considerable attention to this field; also the activities of the Bureau of Educational Measurements, in the testing of school children and the application of remedial measures, have been supervisory in their nature.

Rural Courses of Study

An account of the formulation of courses of study for rural schools was given in a previous report (Maryland Public Schools, 1921, pp. 68-70). The unit in Music has been extensively used, and, under the direction of the Supervisor of Public School Music, is rapidly being perfected. Other subject matter units have been placed in most of the counties to be tried out, and their validity for use in rural schools will be thoroughly tested before offering them for general use. The daily programs for one- and two-teacher schools have met with conspicuous success in Garrett county: they have been literally followed in every rural school, and with most gratifying results. There has been issued an annotated library list for elementary schools which is expected to stimulate elementary teachers to a renewed interest in school libraries.

EXTENSION TEACHING

A feature of the utmost importance in the professional growth of teachers in service has been the organization of extension courses for teachers holding second and third grade certificates, and the standardization, for certificate credit, of similar courses in approved institutions.

The main purpose of the extension courses was to afford an opportunity to teachers in service to advance the grade of their certificates through school credits. Incidentally, such courses could, under clearly defined limitations, be offered as the equivalent of the six weeks of academic and professional preparation required for the renewal of a second or third grade certificate. Teachers who desired to take the annual State examinations for advancing the grade of their certificates found an extension course helpful as a preparation for the examination in the subject studied.

Extension courses conducted by the State were of two kinds:

I. In professional subjects, for teachers holding second grade certificates.

II. In academic subjects, for teachers holding third grade certificates.

These courses were given at thirty-five centers in eighteen counties. Professional subjects were studied by four hundred seventy teachers, and academic subjects by forty-six teachers. The small number of the latter was due mainly to the fact that, in the absence of an appropriation for the purpose, they were obliged to pay their own tuition.

The courses were conducted by the following institutions:

Institution	No. of Centers
Maryland State Normal School, Towson	2
Maryland State Normal School, Frostburg	3
Johns Hopkins University	3
University of Delaware	1
Western Maryland College	6
George Washington University	2
St. John's College	1
State Department Staff	6
County Superintendents and High School Principals	11

Final reports of attendance, grades, credits, and the character of work done were made by each instructor. Letters were used in reporting grades earned, with the numerical equivalents as given in the table below. A tabulation of the results shows a relatively high degree of achievement, as follows:

GRADES EARNED IN EXTENSION CLASSES

GRADES	Number and Per Cent. Receiving Grades	
	Number	Per Cent.
A — 95-100	86	16.7
B — 85- 94	204	39.5
C — 70- 84	146	28.3
D — 60- 69	40	7.7
F — Below 60, failure	5	1.0
— — No credit	19	3.7
— — Incomplete	16	3.1
Total	516	100.0

With a view to determining the character of work accomplished in extension courses as compared with that done in summer schools, a final test was given to fifty-eight teachers at three extension centers, and to eighty teachers at a State-conducted summer school, using a specially devised true-false test designed to measure general teaching ability. The median scores of both groups were almost identical. An initial test of the summer school group, with material of equal difficulty, revealed the fact that the summer school course had effected a median improvement of nearly eight points out of a possible hundred. This is at least an indication that something definite in professional ability is gained in summer school, and that an extension course will leave a similar group of teachers on the same level of teaching efficiency as does a summer school course.

TEACHERS' EXAMINATIONS

Since the re-organization of the public school system in 1916, the issuing of teachers' certificates has been a State function. Elementary teachers' certificates are of three grades—first grade certificates being issued to graduates of the State normal schools, or upon examination equivalent; second grade certificates to high school graduates, upon examination in fourteen elementary school subjects and the completion of six weeks' professional preparation; and third grade certificates to applicants—not high school graduates—upon examination in eleven subjects and a similar minimum professional training. The examination route is the one which is traversed by the great majority of rural school teachers, as the all too meager supply of normal school graduates generally gravitates towards the graded schools.*

*See report on certificates of teachers, by Miss Bateman, pages 221-223; also report of Miss Tall, Maryland State Normal School, regarding size of schools to which graduates of 1922 went, page 228.

Two examinations are given yearly, in May and in August, at the county seats. About three-fourths of the total number of applicants appear for the May tests. A tabulation, by counties, of the results of last spring's examinations was made, from which the interesting and significant data appearing in the following table were assembled:

TABLE 30

RESULTS OF TEACHERS' EXAMINATIONS IN MARYLAND COUNTIES, 1922

	WHITE			COLORED		
	Women	Men	Total	Women	Men	Total
Applicants for third grade certificates..	196	35	231	50	12	62
Number who qualified for third grade	70	9	79	11	4	15
Per cent. who qualified.....	35.7	25.7	34.2	22.0	33.3	24.2
Applicants for second grade certificates	318	41	359	5	3	8
Number who qualified for second grade	116	11	127	1	1	2
Per cent. who qualified.....	36.4	26.8	35.4	20.0	33.3	25.0
Number who qualified for third grade	80	13	93	2	2	4
Per cent. who qualified.....	25.2	31.7	25.9	40.0	66.7	50.0
Total number of applicants for second grade certificates who qualified for second or third grade....	196	24	220	3	3	6
Per cent. who qualified.....	61.6	58.5	61.3	60.0	100.0	75.0
Total number of applicants for second and third grade certificates.....	514	76	590	55	15	70
Number who qualified.....	266	33	299	14	7	21
Per cent. who qualified.....	51.8	43.4	50.6	25.5	46.7	30.0
Holders of third grade certificates applying for second grade.....	95	13	108	44	10	54
Number who qualified.....	25	0	25	3	2	5
Per cent. who qualified.....	26.3	0	23.1	6.8	20.0	9.3
Holders of second grade certificates applying for first grade.....	293	13	306	73	11	84
Number who qualified.....	57	3	60	16	1	17
Per cent. who qualified.....	19.5	23.1	19.6	21.9	9.1	20.2

These figures do not include the applicants who made up, in the August examinations, deficiencies in one or more subjects.

SCHOOL ATTENDANCE

During the past year there has been a gratifying increase in the attendance of white elementary school children, those amenable to the compulsory attendance law. The per cent. of enrollment in average daily attendance is shown in Table 31, to be 75.8 for the average of the counties, as against 73.9 a year ago. Allegany County leads the State with a percentage of 84.7. Nineteen counties improved upon their past record, the most notable advances being made by Talbot and Anne Arundel counties, with gains of 6.7 and 4.7 per cent., respectively.

Many of the counties during the past school year adopted some form of competition to stimulate better attendance. Sometimes it took the form of competition between schools having similar conditions (Baltimore county); in other counties, attempts were made to beat the record for the previous year (Anne Arundel and Wicomico); in one county rivalry was set up among the individual pupils, which resulted in better group attendance (Dorchester). Many counties, among them Garrett, Talbot and Worcester, ranked the schools each month in per cent. of attendance. In some cases teachers and pupils have been recording their daily, monthly, and yearly attendance on graphic charts. In this way one can see at a glance, on entering the room, just what progress is being made.

A study of Chart A-1 reveals the distressing fact that the rural child, as compared with his town and village cousin, is at a decided disadvantage in attendance upon school. The average for the State shows the rural child suffering a handicap of 11 per cent. Add to this the relatively poorer quality of teaching to which he is subjected, and the ancient, insanitary, uncomfortable building which is found in all too many sections, and it is not to be wondered at that the Bureau of Measurements finds children in one- and two-teacher schools retarded from one to two years, and their achievement in educational tests almost universally below that of children in graded schools which have three or more teachers. (See pages 92 and 93.)

TABLE 31

WHITE ELEMENTARY SCHOOLS—PER CENT. OF ENROLLMENT IN ATTENDANCE

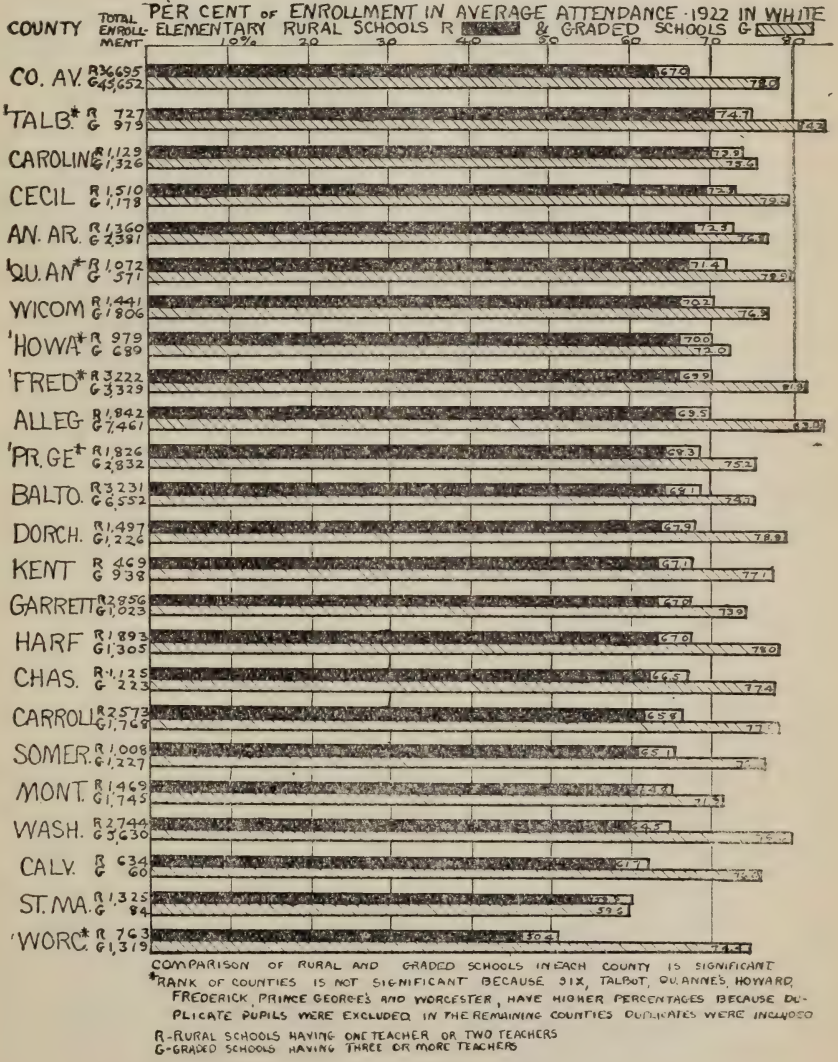
County	1920-21	1921-22	Annual Increase	Annual Decrease
State Average	77.4	78.4	1.0	...
Baltimore City	82.0	81.7	...	0.3
County Average	73.9	75.8	1.9	...
Allegany	82.5	84.7	2.2	...
Anne Arundel	76.9	81.6	4.7	...
Wicomico	81.9	80.6	...	1.3
Talbot	73.2	79.9	6.7	...
Washington	76.4	78.7	2.3	...
Cecil	75.2	77.8	2.6	...
Kent	83.4	76.9	...	6.5
Prince George's	75.6	76.0	0.4	...
Frederick	74.5	75.5	1.0	...
Baltimore	74.4	75.4	1.0	...
Dorchester	71.7	75.3	3.6	...
Caroline	73.2	74.9	1.7	...
Queen Anne's	70.6	73.9	3.3	...
Montgomery	69.8	73.6	3.8	...
Harford	73.3	72.7	...	0.6
Garrett	71.2	72.5	1.3	...
Somerset	68.0	72.4	4.4	...
Carroll	68.5	71.1	2.6	...
Howard	73.4	70.8	...	2.6
Charles	64.5	69.3	4.8	...
Worcester	61.7	66.4	4.7	...
Calvert	63.9	65.0	1.1	...
St. Mary's	63.6	63.9	0.3	...

Only Caroline and Howard counties have succeeded in securing virtually as good attendance in rural as in graded schools. St. Mary's shows an equal but woefully low percentage in both types of schools, but this comparison means little because there is in that county only one small graded school.

The case of Worcester county presents a problem worthy of special study. That the white rural children attend school only one half the time and make an attendance record 24 per cent. lower than do those in graded schools, shows that an injustice is being done to children on the farms and in the open country. The fact that many children in graded schools have the advantage of transportation may account in part for this difference. Elsewhere in this report (Report of Supervisors of High Schools) it is shown that Worcester county leads the State in financial support of high schools and in the per cent. of total

CHART A-1

PER CENT OF ENROLLMENT IN AVERAGE ATTENDANCE, IN WHITE ELEMENTARY RURAL AND GRADED SCHOOLS, BY COUNTIES, YEAR ENDED JULY 31, 1922



COMPARISON OF RURAL AND GRADED SCHOOLS IN EACH COUNTY IS SIGNIFICANT

*RANK OF COUNTIES IS NOT SIGNIFICANT BECAUSE SIX, TALBOT, QU ANNES, HOWARD, FREDERICK, PRINCE GEORGES AND WORCESTER, HAVE HIGHER PERCENTAGES BECAUSE DUPLICATE PUPILS WERE EXCLUDED IN THE REMAINING COUNTIES DUPLICATES WERE INCLUDED

R-RURAL SCHOOLS HAVING ONE TEACHER OR TWO TEACHERS
G-GRADED SCHOOLS HAVING THREE OR MORE TEACHERS

attendance in high schools. Can it be that a county may place undue emphasis upon high school education, to the detriment of its rural elementary schools? Certainly an anomalous situation is presented when a county ranks among the first in the per cent. of its pupils in high school, a field wherein the compulsory attendance law is not operative, when, at the same time, despite the best efforts of an efficient attendance officer, the county is fourth from the bottom of the list of counties in the attendance of its elementary school children, rural and urban combined, and at the very bottom in the attendance of children enrolled in one- and two-teacher schools.

PROBLEMS OF SCHOOL ATTENDANCE

A survey of the conditions under which our attendance officers do their work shows that difficulties of enforcement of the compulsory attendance law group themselves roughly under the following heads:

1. The local justice of the peace, the sheriff, and the constable (not universal).
2. Leniency of the School Board (rare).
3. Attitude of parents.
   a. Lack of appreciation of the value of an education.
      1. The tenant.
      2. The landlord.
   b. Exploitation of child labor.
   c. Dread of vaccination.
   d. Teacher's religion.
   e. Over-indulgence (misplaced sympathy).
4. Lack of clothing.
5. Distance from school.
   a. Transportation.
   b. Consolidation.
6. Attitude of the teacher.
   (Hers is the primary responsibility for attendance and punctuality of her pupils.)
   a. Poor teaching.
   b. Irregular promotions.
   c. Ignorance of causes of absence.
   d. No effort to keep down the number of reports to the attendance department.
   e. Lack of promptness in reporting flagrant violations.
7. The incorrigible child.
8. The retarded child.

The limits of this report forbid a discussion of these points. Attendance officers have been made conscious of them through individual and group conferences, and are earnestly striving to administer the law in a sane and energetic manner.

CONSOLIDATION

There has been gradual progress towards consolidation through the elimination of one- and two-teacher schools. In Chart B-1, it is shown that 68 per cent. of the white elementary schools have one teacher, and 16 per cent. have two teachers, as against 69.6 per cent. and 16.5 per cent., respectively, for the previous year.

The picture is portrayed in a more striking manner in Chart C-1 and Table 32. Fifty-five per cent. of the white elementary teachers, and 48.3 per cent of the children are in one- and two-teacher schools. Allegany and Baltimore counties have less than 20 per cent. of their elementary teachers in such schools, while in Garrett, Charles, St. Mary's and Calvert counties, over two thirds of the elementary teachers are rendering such service. In eleven counties, more than one half of the elementary pupils are enrolled in country schools, and in every county but five, over two fifths of the children secure their education at the "little red schoolhouse."

In view of the fact, many times demonstrated, that consolidated schools are better attended, are better taught, and "are, on the whole, more competent than one-teacher schools," Maryland presents a real problem to the thoughtful citizen who believes that no child, urban or rural, should be denied his rightful heritage of equality of educational opportunity.

CHART B-1

PER CENT OF WHITE ELEMENTARY SCHOOLS WHICH HAVE ONE TEACHER, TWO TEACHERS AND THREE OR MORE TEACHERS, BY COUNTIES, YEAR ENDED JULY 31, 1922

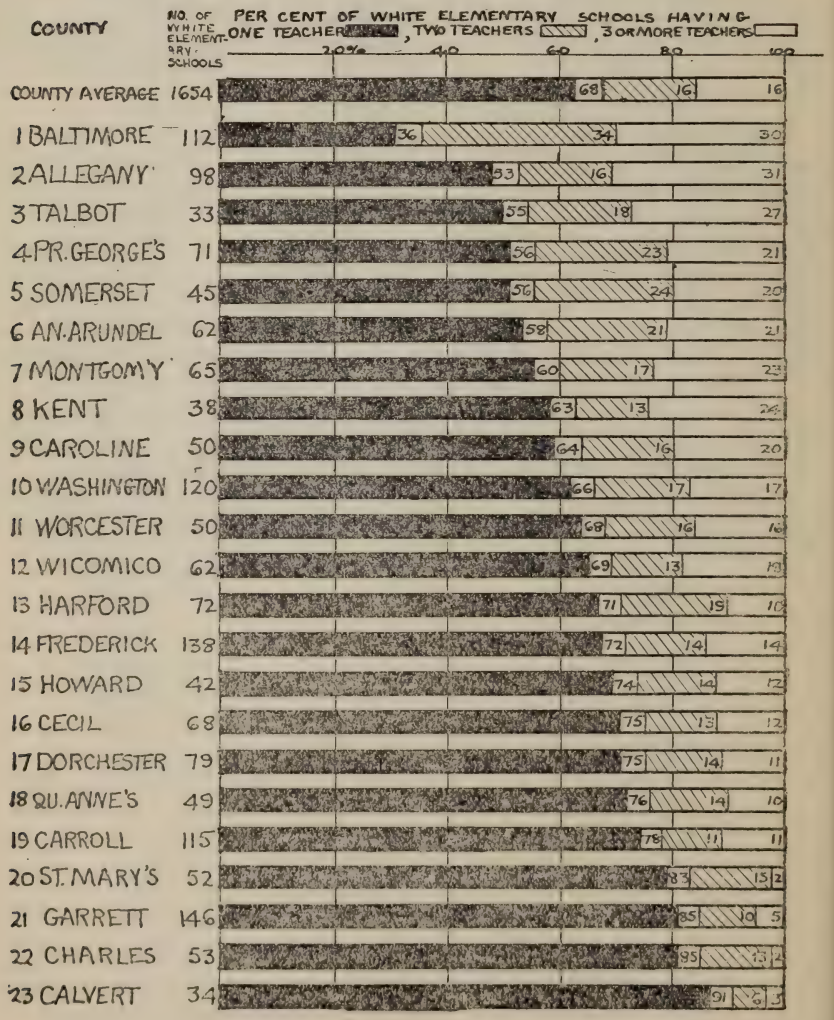

COUNTY
NO. OF WHITE ELEMENTARY SCHOOLS
PER CENT OF WHITE ELEMENTARY SCHOOLS HAVING ONE TEACHER, TWO TEACHERS, 3 OR MORE TEACHERS
20%
40
60
80
100
COUNTY AVERAGE 1654 68 16 16
1 BALTIMORE 112 36 34 30
2 ALLEGANY 98 53 16 31
3 TALBOT 33 55 18 27
4 PR. GEORGE'S 71 56 23 21
5 SOMERSET 45 56 24 20
6 AN. ARUNDEL 62 58 21 21
7 MONTGOM'Y 65 60 17 23
8 KENT 38 63 13 24
9 CAROLINE 50 64 16 20
10 WASHINGTON 120 66 17 17
11 WORCESTER 50 68 16 16
12 WICOMICO 62 69 13 18
13 HARFORD 72 71 19 10
14 FREDERICK 138 72 14 14
15 HOWARD 42 74 14 12
16 CECIL 68 75 13 12
17 DORCHESTER 79 75 14 11
18 QU. ANNE'S 49 76 14 10
19 CARROLL 115 78 11 11
20 ST. MARY'S 52 83 15 2
21 GARRETT 146 85 10 5
22 CHARLES 53 85 13 2
23 CALVERT 34 91 6 3

CHART C-1

PER CENT OF WHITE ELEMENTARY TEACHERS WHO ARE TEACHING IN SCHOOLS HAVING ONE TEACHER, TWO TEACHERS, OR THREE OR MORE TEACHERS, BY COUNTIES, YEAR ENDED JULY 31, 1922

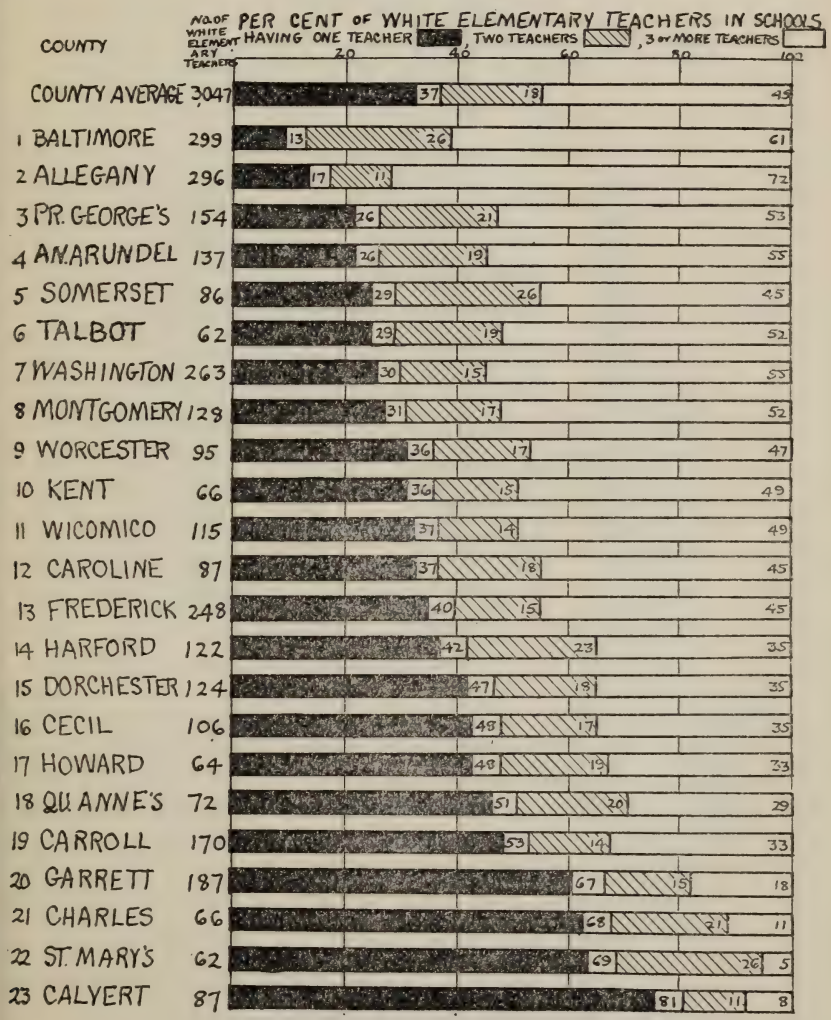

COUNTY
NO. OF WHITE ELEMENTARY TEACHERS
PER CENT OF WHITE ELEMENTARY TEACHERS IN SCHOOLS HAVING ONE TEACHER, TWO TEACHERS, 3 or MORE TEACHERS
20
40
60
80
100
COUNTY AVERAGE 3047 37 18 45
1 BALTIMORE 299 13 26 61
2 ALLEGANY 296 17 11 72
3 PR. GEORGE'S 154 26 21 53
4 AN. ARUNDEL 137 26 19 55
5 SOMERSET 86 29 26 45
6 TALBOT 62 29 19 52
7 WASHINGTON 263 30 15 55
8 MONTGOMERY 128 31 17 52
9 WORCESTER 95 36 17 47
10 KENT 66 36 15 49
11 WICOMICO 115 37 14 49
12 CAROLINE 87 37 18 45
13 FREDERICK 248 40 15 45
14 HARFORD 122 42 23 35
15 DORCHESTER 124 47 18 35
16 CECIL 106 48 17 35
17 HOWARD 64 48 19 33
18 QU. ANNE'S 72 51 20 29
19 CARROLL 170 53 14 33
20 GARRETT 187 67 15 18
21 CHARLES 66 68 21 11
22 ST. MARY'S 62 69 26 5
23 CALVERT 87 81 11 8

TABLE 32

RURAL CONDITIONS IN WHITE ELEMENTARY SCHOOLS

County	Per Cent. of White Elementary Schools Having One Teacher and Two Teachers	County	Per Cent. of All White Elementary Teachers in One and Two-Teacher Schools	County	Per Cent. of White Elementary Pupils Enrolled in One and Two-Teacher Schools
County Average...	84	County Average...	55	County Average.	48.3
Allegany	69	Allegany	28	Allegany	23.2
Baltimore	70	Baltimore	39	Baltimore	35.0
Talbot	73	Anne Arundel....	45	Kent	36.5
Kent	76	Washington	45	Washington	37.6
Montgomery	77	Prince George's...	47	Anne Arundel...	37.7
Prince George's...	79	Talbot	48	Prince George's..	41.5
Anne Arundel....	79	Montgomery	48	Talbot	45.6
Somerset	80	Kent	51	Worcester	46.0
Caroline	80	Wicomico	51	Caroline	46.5
Wicomico	82	Worcester	53	Wicomico	46.7
Washington	83	Somerset	55	Montgomery	48.4
Worcester	84	Caroline	55	Somerset	49.0
Frederick	86	Frederick	55	Frederick	53.2
Howard	88	Harford	65	Dorchester	58.6
Cecil	88	Dorchester	65	Cecil	59.4
Dorchester	89	Cecil	65	Howard	59.5
Carroll	89	Howard	67	Harford	63.0
Harford	90	Carroll	67	Carroll	63.2
Queen Anne's.....	90	Queen Anne's.....	71	Queen Anne's...	67.7
Garrett	95	Garrett	82	Garrett	75.5
Calvert	97	Charles	89	Charles	85.6
Charles	98	Calvert	92	Calvert	92.8
St. Mary's.....	98	St. Mary's.....	95	St. Mary's.....	93.6

STANDARD SCHOOLS

Three rural schools have met the requirements for standard schools during the past year—two others failed to pass inspection. This brings the total to nineteen one- and two-teacher schools in seven counties to receive this mark of distinction since the standards were established. The number seems small in proportion to the total number of such schools in the State—about twelve hundred—but it must be remembered that a school must meet every one of the thirty-seven requirements, instead of making a specified percentage, in order to merit the rating. It is worthy of note that the publication of a set of standards has stimulated practically every rural school to meet as many of the requirements as possible each year, and there is a decided upward trend in the character of the rural school plant.

THE FIRST STANDARD SCHOOL IN WORCESTER COUNTY

SHOWING WINDOWS, FLAG POLE, AND PLAY APPARATUS

SHOWING BREEZE WINDOWS, SWINGS, AND OUT-BUILDINGS

BUILDINGS

On the physical side, there has, during the past year, been definite and not inconsiderable improvement in the white schools. For land, new buildings, additions to old buildings, remodeling of existing schoolhouses, and new equipment in new and old schools, the counties spent $1,121,553.98, of which $659,225.20, or 58.8 per cent., was allocated to elementary schools. There is every reason for gratification in the fact that every dollar of this money was expended for ample grounds, for scientifically planned buildings, and for modern, sanitary equipment. The Maryland school laws wisely include the provision that "The State Superintendent of Schools shall, subject to the rules and regulations of the State Board of Education, pass upon all proposals for the purchase of grounds, school sites, or buildings, for the sale of the same, and also upon all plans and specifications for the remodeling of old school buildings or the construction of new school buildings costing three hundred dollars ($300) or more." The Legislature, through an appropriation for the purpose, has made it possible for all proposals for sites and buildings to be reviewed by a competent school architect before they are passed upon by the State Superintendent. In this manner the interests of the children who are to use the schools, as well as the interests of the taxpayers who pay for them, are properly safeguarded.

The counties listed in the following table deserve special mention for spending either $25,000 and upwards on high and elementary schools combined, or $10,000 or more on elementary schools. For a full report on capital outlay, see Tables on pages 61, 69, 141, 198 and 264.

TABLE 33

COUNTY	Total Capital Outlay	Part Devoted to White Elementary Schools	Per Cent. Devoted to White Elementary Schools
Allegany	$431,885.38	$208,857.64	48.4
Baltimore	244,605.73	189,927.03	77.6
Frederick	125,797.26	68,281.61	54.2
Prince George's	89,489.37	82,047.93	91.7
Howard	45,134.60	401.71	0.9
Carroll	35,575.06	14,961.38	42.1
Harford	26,201.05	14,277.37	54.4
Somerset	16,054.64	10,573.36	65.8
Worcester	12,214.55	11,918.30	97.5
St. Mary's	11,310.91	11,110.91	98.2

For the relative rank of the counties in capital outlay per white elementary pupil, see Chart W, page 68. The large expenditure by Allegany County was the determining factor in placing that county at the top in the Ayres' index of school efficiency.

While this is a creditable showing, it must be admitted that there is not a general State-wide awakened public conscience as to the duty that society owes its youth in the matter of adequate school facilities. Allegany County, without the necessity for a referendum to the electorate, issues, in two years, bonds for $1,700,000 for school sites and buildings, while Wicomico County, during the same period, by overwhelming majorities, at special elections, rejects proposed bond issues of only $200,000 (Acts of 1920), and of $300,000 (Acts of 1922), and puts its children on half time, crowds them into outgrown buildings, and surrounds its best high school, once the pride of the State (See report of the Survey Commission, 1915) with portable buildings, a makeshift and an apology, but the best provision that can be made by a Board of Education which lacks public support in its efforts to provide decent school buildings. Baltimore County approves, by a large majority, a bond issue of $1,000,000 for schools, and $2,000,000 for roads, while Dorchester rejects a proposed bond issue of only $150,000; and proud and beautiful Cambridge continues three hundred and sixty of the flower of its youth in a high school building which is said to be the very worst building for high school purposes in the State. The voters of Harford and Cecil Counties decide to bond themselves for schools to the extent of $250,000 and $150,000, respectively, while the people of Carroll and Garrett refuse to invest $350,000 and $75,000, respectively, in the better training of their children.

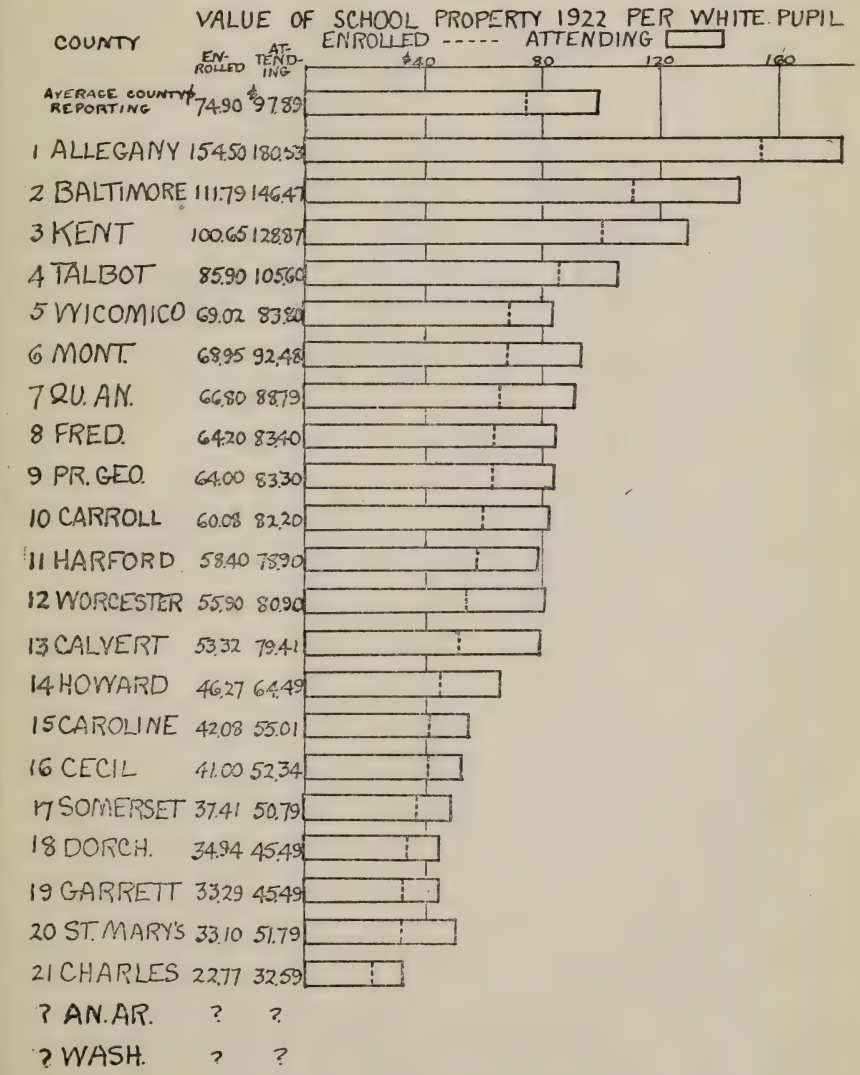
Additional evidence of the glaring inequality of educational opportunity prevailing in this State in respect to school buildings may be gathered from the study of Chart D-1, which shows the value of school property per white pupil. This chart, it is true, is based upon valuations made by twenty-one different agencies, but as the cost of construction was everywhere used as a basis, and a comparison with the facts exhibited in Chart C-1, page 83, shows the counties to be placed in their proper relative positions, it is believed that the figures are sufficiently accurate to furnish the basis for certain general conclusions.

The twenty-one counties reporting group themselves into three sections: Allegany, Baltimore, Kent, and Talbot, form a distinct leading group, and are the only counties that are above the average: seven counties, Caroline, Cecil, Somerset, Dorchester, Garrett, St. Mary's and Charles, have the unenviable distinction of bringing up the rear; while the other ten counties form a central group within the limits of $45 to $70 of school property back of each child enrolled.

It ought to come as a distinct shock to the parents of Charles county to learn that they have only twenty-three dollars' worth of school property for the use of each of their children, while those of Allegany County are provided with seven times as much. It is idle to talk of immigration boards and colonization schemes for the purpose of increasing farm ownership and disposing of unoccupied lands so long as educational facilities are so lamentably inadequate. It is possible for a community to raise itself by its own bootstraps, but the only effective

CHART D-1

VALUE OF WHITE SCHOOL PROPERTY BACK OF EACH WHITE PUPIL ENROLLED IN OR ATTENDING SCHOOL, BY COUNTIES, YEAR ENDED JULY 31, 1922



lever is a good school system, and good schools can be had only by providing good teachers and good buildings, securing good school attendance, and bringing about good community co-operation. Good roads, of course, are next in importance in community building.

COMMUNITY ACTIVITIES

Wherever possible, assistance has been rendered county school officials and teachers in organizing and fostering the growth of community organizations of approved types. While some counties have over 40 per cent of their schools organized, and every county has at least two community clubs or associations working with and for a school, the number of such helpful organizations is everywhere too small. A parent-teacher association, community league, club, or council, or similar organization called by any other name, can, if formed from the right motives and conducted in the proper spirit, be of inestimable benefit to the school system. It may promote helpful social relations between the home and the school, bring proper support to the schools and other educational activities, and improve the educational, social, moral, physical, civic, and economic interests of the community.

REMOVING THE RURAL HANDICAP

No more pressing social problem confronts the people of Maryland today than that of the rural school. Despite all of the other advantages which a rural environment is supposed to confer upon a child, the accident of birth, which endows him with country parents in this State, at the same time shackles him with a ball and chain of educational inequality which places him at a constant disadvantage as compared with his urban cousin.

A survey of rural school conditions will show country children needing so much and supplied with so little! Only here and there a skilled teacher; good buildings few and far between; insanitary conditions the rule, adequate equipment the exception. Teachers compelled to make bricks without straw; children asking for bread and given a stone.

To say that a good school can not exist without a good teacher may be to some a mere platitude. And yet, the significance of this truism has not had universal acceptance. The people have apparently been satisfied for the trained teacher to be assigned to the town graded schools, leaving the young, immature, unskilled, inexperienced teachers to practice their clumsy art upon helpless country children. This is not to say that there are in rural schools no teachers of the better sort. There are, many of them, and they are doing good work, with a breadth of vision and a singleness of purpose that do honor to the craft. But they are all too few. The average training of teachers in the white elementary rural schools is only 59 points out of a possible 100, while

in graded schools (town and city), it is 85. And it should be noted that 59 points is the average, while the score runs as low as 28 in one county, and in six counties is less than 50. (See Charts, pp 42 and 43.)

To describe the situation in another way, only 25 per cent. of the rural teachers of Maryland have normal school training or its equivalent, while 60 per cent. of urban teachers have enjoyed such training; 40 per cent. of the rural teachers are only high school graduates as against 35 per cent. of such teachers in graded schools; 35 per cent. of the rural teachers are not even graduates of high schools, while in town schools are found only 7 per cent. of such teachers. (See Tables, pp. 40 and 41.)

Not only is the rural teacher largely without adequate training, but she is placed in a building ill adapted to good teaching. There are nearly twelve hundred one-room schoolhouses in Maryland. Not one fifth of these are thoroughly modern, sanitary, comfortable buildings. Over one half of our white boys and girls do not get beyond the elementary school, and for the short time they attend school they should have the very best facilities and the most favorable opportunities for growth.

The achievement of the Maryland legislature of 1922 marks an epoch in educational progress in this State. The increase in salaries of first grade teachers, with the differential in favor of the rural teacher, will make teaching in the country more attractive for the normal school graduate.* By increasing the support and enlarging the facilities of the State normal schools, and by providing for an additional normal school on the Eastern Shore, the legislature furnished the means of preparing an adequate number of trained teachers. Training of teachers in service through expert supervision is made State-wide and compulsory, and will result in raising the more poorly trained teachers to higher professional levels. The Equalization Fund guarantees to every county an opportunity equal to that of every other county to maintain a good school system. As the poorer teachers drop out they can be succeeded by teachers of the highest qualifications without increasing the burden of local taxation. Any community may now demand for its children as good a teacher as there is anywhere, and the State will take care of the additional cost. The best is none too good for the country child, and Maryland is not going to be satisfied until the best is accorded every child, rural and urban alike.

*See table 20, p. 50.

BUREAU OF EDUCATIONAL MEASUREMENTS

Data Collected by I. JEWELL SIMPSON, *Assistant Director*
Comparative Study Made by BESSIE C. STERN, *Statistician*

THE RESULTS OF TESTS IN MARYLAND

Since January, 1921, the Bureau of Educational Measurements has directed or been in touch with testing in eighteen* of the twenty-three counties of the State. Whenever the administrative or supervisory staff of a county asked the co-operation of the Bureau, it was given. In order to reach all of the counties asking for it, testing has been carried on in some county during practically every month of the school year. In nearly all cases where graded† and rural‡ schools have been tested, the results achieved in both types of schools have been shown separately. (See Table 34.)

The per cent of rural pupils tested in Carroll and Garrett counties (five and eleven, respectively) is almost too small a sampling to make the results completely reliable for comparison with the larger percentages tested in other counties. The number tested at Solomon's Island, the only graded school in Calvert County (forty-seven pupils distributed in five grades), is too small to make comparison with other counties worth while. The results obtained in this school, in which all of the teachers hold first grade certificates, are very good.

NEED FOR MONTHLY STANDARDS

When standard tests are used systematically, they are usually given at the beginning and at the end of the school year. In this way a teacher may discover early in the year the capacity of her pupils in given subjects and diagnose the weaknesses of the pupils; at the end of the year she can find out how much has been accomplished in overcoming difficulties and in bringing growth and power in the subjects taught. Standards for the first and last parts of the year are available in the Monroe standardized survey tests in arithmetic and silent reading, which have been used almost exclusively for testing in the counties.

Since it has been necessary in Maryland to give the tests during every month of the school year, it has been found desirable to work out monthly standards, which were obtained by interpolation between the revised standards available for October and May. By having monthly standards it is possible to compare the results achieved in the various counties, if the median score made by the county is divided by

* In five of the eighteen counties the aid given was chiefly through discussing remedial measures at teachers' conferences, or in explaining the method of doing the testing. This was true of Baltimore, Montgomery, Talbot, Queen Anne's, and Caroline counties.
† Graded schools are those having three or more teachers.
‡ Rural schools are those having one teacher or two teachers.

the standard score for the appropriate month. Thus a *per cent of efficiency* is obtained, which makes the achievements of the several counties comparable, no matter in what month they were tested. One hundred, therefore, becomes the standard which the median score should equal or exceed. If a county has a higher per cent when it is tested the second time, it shows that improvement has been made.

TABLE 34

PLACE, TIME, AND PER CENT OF PUPILS TESTED IN MARYLAND COUNTIES, JANUARY, 1921,—JUNE, 1922

County	Date of Testing	Number Tested in		Per Cent of October, 1921, Enrollment, Grades III-VIII Tested in	
		Graded Schools	Rural Schools	Graded Schools	Rural Schools
Allegany, 1	Oct., 1921	5,265	1,170	91	78
Allegany, 2	May, 1922*a*	4,582	1,021	79	68
Baltimore, 1	May, 1922*b*	4,333	1,983	87	76
Calvert, 1	Jan., 1922	47	....	92	..
Carroll, 1	March, 1922	1,058	92	69	5
Cecil, 1	Jan., 1922	757	....	75	..
Dorchester, 1	May, 1921	812	386	77	38
Dorchester, 2	March, 1922*c*	456*c*	....	43*c*	..
Frederick City and Brunswick	1. Feb., 1922	1,398	....	42	..
	2. May, 1922*a*	1,291	....	39	..
Garrett, 1	May, 1922	508	228	75	11
Harford, 1	Sept., 1921*d*	641*d*	1,202*d*	61*d*	82*d*
Harford, 2	June, 1922*a*	637*d*	....	61*d*	..
Howard, 1	Nov., 1921	491	594	87	88
Kent, 1	Dec., 1921*e*	325*e*	....	45*e*	..
Kent, 2	May, 1922*f*	202*f*	....	28*f*	..
Prince George's, 1	Sept., 1921	2,040	994	91	72
Prince George's, 2	May, 1922*a*	1,945	1,059	87	76
Somerset, 1*g*	April, 1921	787*g*	248*g*	59*g*	59*g*
Washington, 1*g*	March, 1921	2,892*g*	306*g*	72*g*	18*g*
Washington, 2	March, 1922*h*	2,214*h*	....	55*h*	..
Total Number Tested:					
First time		21,354	7,203		
Second time		11,327	2,080		
Grand Total		32,681	9,283		

a. Tests given by superintendent, supervisors, or teachers, without aid from the Bureau of Educational Measurements.

b. Giving, scoring, and tabulating the results of tests in Baltimore County were under the supervision of the Towson Normal School.

c. Cambridge only.

d. Havre de Grace, Aberdeen, and Bel Air only, one three-room school having been included with the rural schools.

e. Chestertown and Rock Hall.

f. Chestertown only.

g. Two-teacher schools are included as graded schools, and only the one-teacher schools are classified as rural; the number and per cent are therefore inaccurate.

h. Hagerstown only.

SILENT READING IN MARYLAND COUNTIES

Although results are available in arithmetic, spelling in some cases, and in rate of silent reading, the per cent of efficiency in the comprehension of silent reading has been singled out for study in this report. This has been decided upon for two reasons: first, to simplify the report, and, second, to emphasize the importance of improving silent reading. To secure progress in silent reading is much more difficult than to bring about better results in the fundamental operations, fractions, and decimals in arithmetic.

No county in Maryland is up to standard in all grades. Graded schools in a few counties (Baltimore, Allegany, and Harford) and a few city schools (Hagerstown, Chestertown, and Frederick) have reached or exceeded the standard of one hundred in grades 6 and 7, and Frederick City and Brunswick are above standard also in grades 4 and 5.

In every county a definite improvement in efficiency from the lower to the higher grades is very marked, with certain exceptions occurring in grades 4, 6, and 7.

A figure "1" appearing after the name of the county or city in the tables indicates that this test was the first one given; a figure "2" that a second form of the same test has been used. The second form has been given later in the school year or in the following year.

The results which can be obtained in large centralized graded schools in the cities of Hagerstown, Frederick, and Brunswick are not entirely comparable with the achievements of all the schools in a county which have three or more teachers and which are located in both urban and rural sections. The former would naturally be expected to obtain better results.

HOW FAR BELOW STANDARD ARE ELEMENTARY SCHOOL SEVENTH-GRADE PUPILS

The median child in grade 7 of graded schools in Baltimore and Harford counties and in the cities of Frederick, Hagerstown, and Chestertown is at or above the standard for the seventh grade. In the other counties the median pupil is more or less behind,—in some cases being as much as two and a half years below standard. (See Table 35.)

In the one- and two-teacher schools, conditions are much worse, the pupils being from a half year to two years below standard. In the one-teacher schools of the eight counties for which data are available, the median seventh grade child reaches a standard acceptable only for grades from one and a half to three and a third years below the seventh grade.

TABLE 35

PUPIL MAKING MEDIAN SCORE IN SEVENTH GRADE HAS ABILITY TO COMPREHEND SILENT READING OF PUPIL OF STANDARD ABILITY IN THE FOLLOWING GRADES

STANDARD EQUALS 7

County or City	Schools Having		
	Three or more Teachers	One and Two Teachers	One Teacher
Chestertown, 2	7.60		
Frederick City and Brunswick, 2	7.50		
Harford, 2	7.43		
Hagerstown, 2	7.25		
Frederick City and Brunswick, 1	7.22		
Baltimore, 1	7.07	6.46	5.14
Chestertown, 1	6,86		
Allegany, 2	6.80	6.03	
Carroll, 1	6.70	6.23	
Prince George's, 2	6.76	5.50	4.85
Harford, 1	†6.60	*5.95	5.58
Cecil, 1	6.43		
Howard, 1	6.15	5.03	4.95
Allegany, 1	6,20	5.27	4.90
Garrett, 1	5.77	5.93	
Prince George's, 1	5.64	5.18	5.21
Somerset, 1	‡5.07		4.37
Hagerstown, 1	4.88		
Dorchester, 1	4.60	4.90	4.47
Washington, 1	‡4.52		3.62

* Includes one three-teacher school.
† Excludes one three-teacher school.
‡ Includes two-teacher schools also.

ELIMINATION OF THE AGE FACTOR

In some counties the children in the various grades are much older than is true in other counties. This difference is due to late entrance to school and to failure to receive regular promotion through the grades For example, the median age of children in grade 3 in Dorchester County is nine months less than it is for children in Howard County. Older children of normal intelligence should be more mature and comprehend what they read better than younger children in the same grade. Moreover, many of the children will drop out before completing the elementary school, and we should, therefore, attempt to give them as great a command of the fundamental tools of knowledge as possible.

For these reasons, monthly standard scores which children are expected to reach in the various grades have been increased correspondingly, if the median age of the children is more than 9 in grade 3, 10 in grade 4, 11 in grade 5, 12 in grade 6, and 13 in grade 7, at the beginning of the year, as shown by the age-grade study in October, 1921. For example, the median age in grade 4 in Cecil County was 10.9 years

as of September, 1921. Cecil County fourth grade children were expected to reach a standard nine months ahead of that for March (when the tests were given), or the standard for fifth grade children in February. In this way, the factor of age has been eliminated from the scores as far as possible.

GROWTH IN THE COUNTIES

From Chart E1, it is evident that the testing program stimulated the teachers to attack the problem of improving rate and comprehension of silent reading. With the exception of grades 4 and 5 in Cambridge, and grade 3 in Frederick City and Brunswick, every county and city tested twice shows a considerable growth. In Allegany, Harford, and Prince George's counties, progress is most marked in the lower grades, while in Hagerstown the upper grades show very great improvement.

LOWER GRADES VS. UPPER GRADES

That children improve in efficiency as they go through the grades will be seen by looking down the columns of Table 36. The poorest work is done in Grade 3 and each grade above shows some improvement. More emphasis needs to be placed on the lower grades, so that early in school life children may acquire greater power in reading. The upper grades will benefit from the better results which are obtained in the lower grades.

TABLE 36

PER CENT* OF STANDARD SCORE MADE BY MEDIAN PUPIL IN GRADED AND RURAL SCHOOLS IN COUNTY HAVING HIGHEST, MEDIAN, AND LOWEST PER CENT IN EACH GRADE

STANDARD = 100

GRADE	MINIMUM		MEDIAN		MAXIMUM	
	Graded	Rural	Graded	Rural	Graded	Rural
3	35	17	59.5	31	80	65
4	42	34	72	50	86	77
5	57	47	81	59	104	79
6	71	48	86	73	99	93
7	70	53	89.5	80	102	91

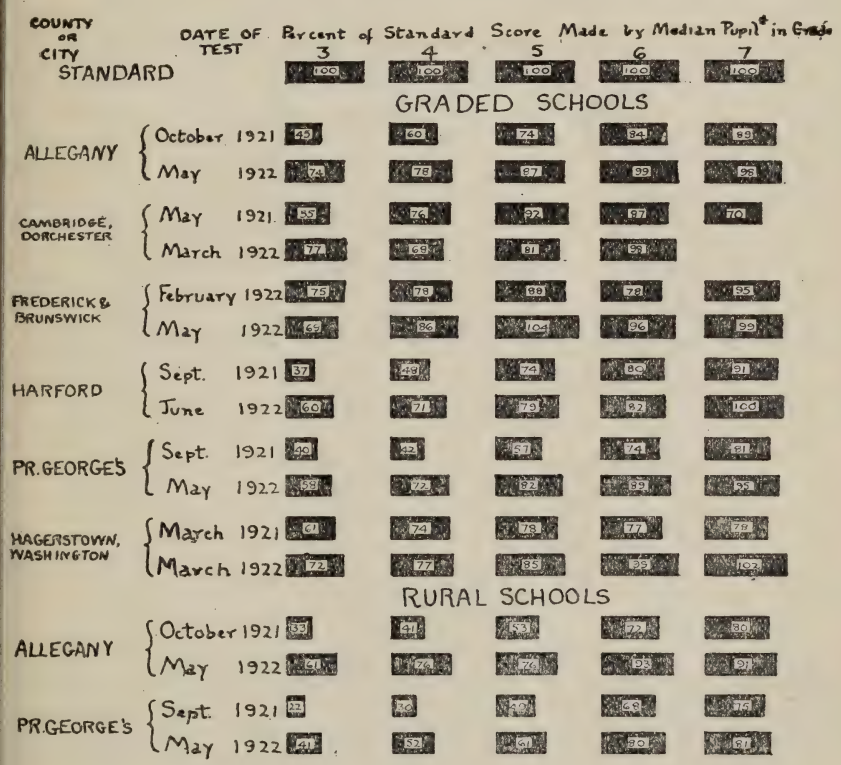
*Corrected for age differences.

RURAL VS. GRADED SCHOOLS

Comparison of the pairs of columns for graded and rural schools in Table 36 will show the advantage that the graded children have over the rural children in their reading ability. In Table 37 this is given in greater detail for the individual counties. The differences are partially explained by the meagerness of preparation of rural teachers compared with those in the graded schools in all the counties except Baltimore. (See Tables 14 and 15, pages 40 and 41.)

CHART E-1

COMPREHENSION OF SILENT READING—COMPARATIVE SCORES MADE IN MARYLAND COUNTIES AND CITIES, TESTED TWICE DURING 1921 AND 1922, IN MONROE SILENT READING TEST, REVISED



* Corrected for age differences.

° Seventh grade not tested on second visit.

TABLE 37

PER CENT* GRADED SCHOOLS ARE AHEAD OF RURAL SCHOOLS IN THE COMPREHENSION OF SILENT READING IN EACH GRADE

STANDARD = 100

COUNTY	GRADE				
	3	4	5	6	7
Baltimore	8	6	8	2	6
Allegany, 2	13	2	11	5	12
Carroll	24	4	10	4	5
Garrett	10	9	9	29	—2
Prince George's, 2	17	20	21	9	14
Dorchester	22	25	35	4	—1
Allegany, 1	12	19	21	12	9
Harford	14	6	5	6	9
Howard	5	15	9	8	11
Somerset	11	11	29	8	6
Prince George's, 1	18	8	8	6	6
Washington	36	24	26	23	20

* Corrected for age differences.

FACTORS EXPLAINING LOW SCORES

There are many factors which account for the poor showing of some of the counties. The three most important are the following:

1. Untrained teachers.
2. Lack of supervision.
3. Lack of sufficient provision of textbooks and aids to instruction.
4. Lack of experience of pupils in taking standard tests.

TRAINING OF TEACHERS

In the per cent of white elementary teachers who have first grade certificates* (based on normal school graduation or the equivalent), Baltimore County stands at the top of the list of the counties and cities tested.* The difference in the proportion of the teachers in the rural and in the graded schools of Baltimore County is very slight. It is no wonder that Baltimore County rural children do better in the tests than do the children in any other county in which practically all of the pupils in the grades were tested. Also, as might be expected, the difference between the scores in rural and graded schools in Baltimore County is less than in any other county where all of the children in both types of schools were tested. (See Table 37 for verification.)

* See Charts L and M, pages 42 and 43; and Tables 14 and 15, pages 40 and 41.

In general, a comparison of Table 35, page 93, and the charts and tables exhibiting certification of teachers, will show a rather close correlation between the preparation of teachers and the work of the children.

The certification of the teachers in the small number of rural schools tested in Carroll and Garrett counties is much higher than the average of all the rural schools in these counties.

Well trained teachers are secured only by paying good salaries. Much of the difficulty can, therefore, be obviated by educating the community to the point of spending money to secure trained teachers. Under the 1922 minimum salary, each county superintendent should be held responsible, in the long run, for getting a sufficient number of local high school graduates into the normal schools to take the place of all elementary teachers who resign. With competent supervision and better trained teachers, which are our main objectives during the next ten years, satisfactory results should soon be secured.

LACK OF SUPERVISION

Competent supervision is another factor which has much to do with bringing and keeping the schools at the highest point of efficiency compatible with the teaching staff available. This can be measured, in a way, by the number of years since September, 1916, the counties tested have employed supervisors and the average number of teachers in the county per supervisor in 1920-1921. A number of the counties have had supervisors over the entire period, but in a few cases they were not professionally trained for their work, and there have been changes from year to year, breaking the continuity of the carrying out of any definite policy.

Baltimore County has not only the best trained teaching staff, but it has given its teachers more supervision than any other county in the State.

Those counties obtaining the poorest results in the tests have lacked supervision and a well trained teaching staff. Garrett and Carroll make up partially for their poorly prepared staff by the competent supervision they have had. This is reflected in the testing in their relatively high standing among the counties. The best results, however, can not be expected from supervisors who have more than sixty teachers to reach, a condition which will be eliminated in the near future. (See Chart V, first column, page 68.)

EXPENDITURES ON AIDS TO INSTRUCTION

Counties that provide plenty of books for children to read will, with professionally trained teachers and good supervision, graduate pupils who are able to read rapidly and with comprehension. If material to read is not supplied, children can not become good readers. In general, it will be noted that the counties spending the most money for such aids to teachers have had the best results from their pupils. (See Chart V, middle column, page 68.)

OTHER FACTORS

The county supervisory officials themselves can probably think of many other explanations for the good or poor showing of the pupils. Among the causes may be familiarity with tests, size of classes, attendance of pupils, etc. The more thought given to the effects of all of the contributory factors, the sooner will Maryland children be doing as good or better work than children in the more progressive communities throughout the country.

OBJECTIVES FOR 1922-1923

Plans for the *field work* of the Bureau of Educational Measurements for 1922-1923 include:

I. The giving of standardized tests in silent reading and arithmetic to all pupils in grades three to seven, inclusive, in five counties. These are counties in which practically no work of this kind has been undertaken. This year, for the first time, there is a supervisor in every county in Maryland, and she will undertake the follow-up work. Some assistance in follow-up work will be given by the Bureau in certain counties.

II. Early in the fall of 1922 the county supervisors in conference adopted as their main objective for the year the achievement by Maryland schools of standard results in silent reading and the fundamentals of arithmetic, if possible. During October, 1922, a bulletin on silent reading and one on arithmetic were published by the Bureau of Educational Measurements as a practical aid to supervisors and teachers in this work.

III. A summary of the results of the tests in the comprehension of silent reading, given in fourteen counties of the State with the co-operation of the Bureau of Educational Measurements, has been sent to all the superintendents and supervisors. Competition among the counties has already stimulated them to improve attendance, and it is hoped that competition will promote the work in the three R's.

In the tests which were given in the counties last year, the poorest scores relatively were made by third grade pupils. This points the need for careful attention to primary reading. In counties where the need is greatest, the Bureau will encourage the giving of standardized tests in the second grade, using the results to stimulate and promote remedial work in the primary grades.

In those counties which are up to standard in the fundamentals of arithmetic, reasoning tests will be given.

IV. The ages of pupils will continue to be taken into consideration in connection with their performance on tests, in order that the elimination of the excessive number of over-age pupils may proceed as rapidly as possible.

The *administrative work* of the Bureau of Educational Measurements for 1922-1923 includes the following:

I. Planning a comprehensive system of records for child accounting to supplement and improve the existing system.
At the meeting of county superintendents and supervisors on September 28, 1922, the introduction at once of the following pupil cumulative record cards was adopted:

1. Cumulative record card to contain the history of each elementary pupil while he is in a particular school. This card will remain in the possession of the school.

2. Admission, Discharge, and Promotion Card to contain cumulative history of each elementary pupil, to remain in possession of child upon graduation or permanent withdrawal from school.

3. Cumulative absence and withdrawal report for use of teacher and attendance officer in reporting on and investigating absences when the cause is unknown or unlawful. (Adaptation of Philadelphia form.)

In order that summary reports for classes and schools may be more valuable, the following uniform blanks will be introduced at once:

1. Supplement to teacher's register to provide a more accurate method of computing enrollment, number belonging, and per cent of attendance, and a code sheet for use in recording attendance.

2. Teacher's monthly report blank to show enrollment, number belonging, admissions, withdrawals, aggregate days belonged and attended, and per cent of attendance. (See page 31.)

3. Age-grade blank, to be used in reporting ages on September 1 to nearest birthday, by sex—report to be made November 30.

The county superintendents will furnish summaries of the attendance report (2) to the Bureau of Educational Measurements. The Bureau will undertake, with the aid of the Tabulating Machine Company, to summarize for each county the individual school age grade reports. These will be summarized for the State and the rank of the counties in attendance, over-age, and survival, will be reported back to them.

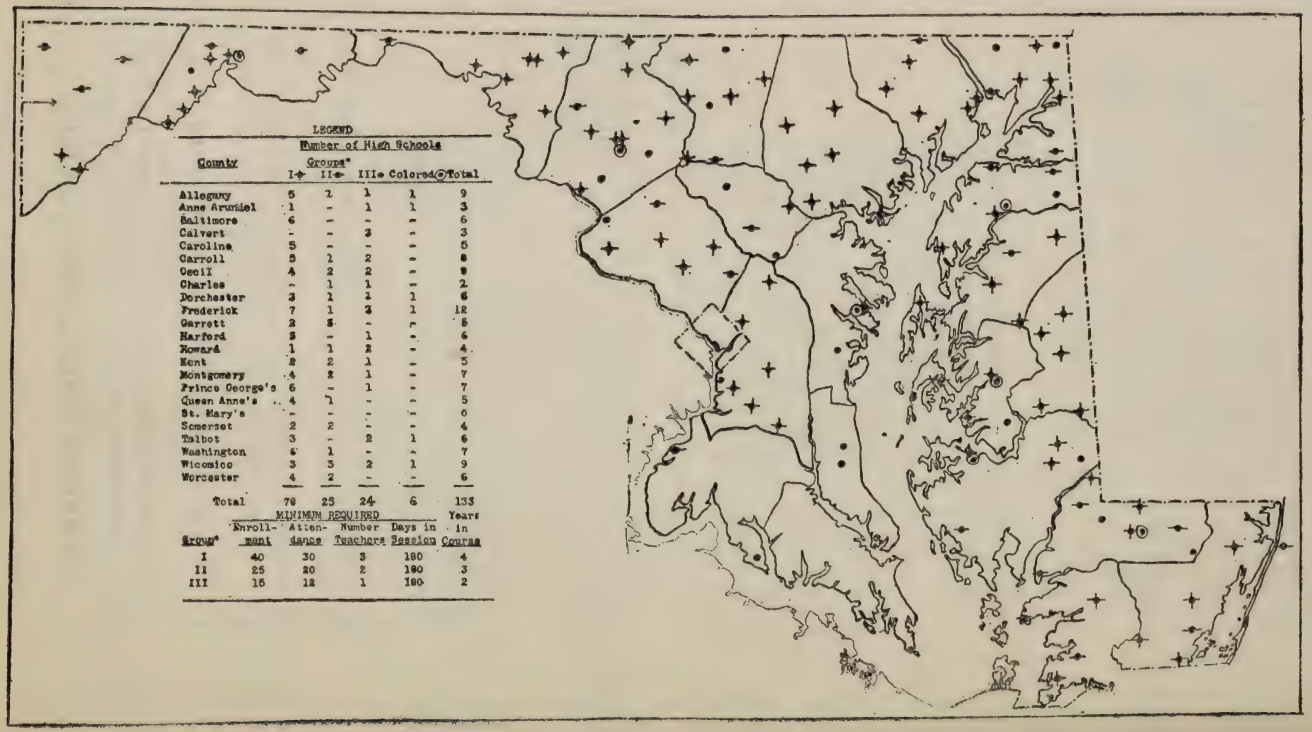
In January, 1923, the changes to be made in the principal's annual report will be presented to the county superintendents and discussed. Whatever material can be studied profitably and followed up by superintendents will be tabulated and summarized.

There is a wealth of information which is available regarding children in the schools. If this could be systematically tabulated, interpreted, and studied, over a period of years, it would undoubtedly help in modifying school practice to meet children's needs more completely. But with the very limited clerical staffs in the offices of the county superintendents, the summary of these facts for large groups of pupils is very difficult. The facts are significant only when they can be obtained for large groups. The number of schools in the counties varies from 58 to 178. The summary of many more items than are now required for each school would add an intolerable burden to the clerical staffs of these counties.

11. Continued studies will be made of attendance, per pupil costs, certification and salary of teachers, size of classes, educational index numbers for the counties, tax rates, results of tests, and compliance with the requirements for the receipt of the Equalization Fund, with the object of stimulating competition among the counties in carrying out the wisest educational procedure.

CHART AA

MAP SHOWING LOCATION AND GROUP OF EACH APPROVED HIGH SCHOOL IN MARYLAND COUNTIES, YEAR ENDED JULY 31, 1922


LEGEND
Number of High Schools
County
Groups*
I
II
III
Colored
Total
Allegany 5 2 1 1 9
Anne Arundel 1 - 1 1 3
Baltimore 6 - - - 6
Calvert - - 3 - 3
Caroline 5 - - - 5
Carroll 5 1 2 - 8
Cecil 4 2 2 - 8
Charles - 1 1 - 2
Dorchester 3 1 1 1 6
Frederick 7 1 3 1 12
Garrett 2 3 - - 5
Harford 3 - 1 - 4
Howard 1 1 2 - 4
Kent 2 2 1 - 5
Montgomery 4 2 1 - 7
Prince George's 6 - 1 - 7
Queen Anne's 4 1 - - 5
St. Mary's - - - - 0
Somerset 2 2 - - 4
Talbot 3 - 2 1 6
Washington 6 1 - - 7
Wicomico 3 3 2 1 9
Worcester 4 2 - - 6
Total 78 25 24 6 133
MINIMUM REQUIRED
Group*
Enrollment
Attendance
Number Teachers
Days in Session
Years in Course
I 40 30 3 180 4
II 25 20 2 180 3
III 15 12 1 180 2

SUPERVISION OF HIGH SCHOOLS

SAMUEL M. NORTH, *State Supervisor*
E. CLARKE FONTAINE, *District Supervisor*

INCREASE IN NUMBER OF SCHOOLS

During the school year 1921-1922, twelve high schools were added to the Approved List, which, on June 30, 1922, thus numbered 133. These new schools are:

GROUP	NUMBER	HIGH SCHOOLS AND COUNTIES
2	2	Crapo, *Dorchester;* Girdletree, *Worcester.*
3	10	Midland, *Allegany;* Tracy's, *Anne Arundel;* Huntingtown, *Calvert;* New Windsor, Charles Carroll, *Carroll;* Rising Sun, *Cecil;* Eldorado, *Dorchester;* Savage, *Howard;* Fort Foote, *Prince George's;* Powellville, *Wicomico.*

Other changes in the Approved List were caused by the advancement of several schools from the third group to the second, and of others from the second group to the first. These changes are as follows:

GROUP	NUMBER	HIGH SCHOOLS AND COUNTIES
3 to 2	13	Flintstone, Mt. Savage, Cumberland and Cumberland Colored, *Allegany;* Annapolis Colored, *Anne Arundel;* Indian Head, *Charles;* Cambridge Colored, *Dorchester;* Myersville, *Frederick;* Grantsville, *Garrett;* Slate Ridge, *Harford;* Damascus, Fairland, *Montgomery;* Deal's Island, *Somerset;* Hancock, *Washington.*
2 to 1	6	Randallstown, *Baltimore;* Taneytown, *Carroll;* East New Market, *Dorchester;* Libertytown, *Frederick;* Kitzmiller, *Garrett;* Poolesville, *Montgomery.*
1 to 2	1	Nanticoke, *Wicomico* (the enrollment having fallen off).

DISTRIBUTION OF HIGH SCHOOLS

The distribution of the approved high schools is shown on the accompanying map (Chart AA), and the legend explains the requirements for the classification of the several groups.

It will be noted that the number of schools applying for approval was only 12, as against 35 in 1920-1921. This was to be expected, as 1920-1921 was the first school year during which the provisions of the 1920 law could be taken advantage of by a large number of schools,

equipped, under the liberal provisions of that Act, to advance to the Approved List. The wisdom of affording high school advantages to as many as possible of our children is shown by the fact that, of the 22 schools admitted to the third group in 1920-1921, 13 advanced within a year to the second group. This fact indicates that the small high schools are meeting the needs of the boys and girls who live at great distances from the large schools of the first group.

ELEMENTARY SCHOOLS ATTEMPTING HIGH SCHOOL WORK

It seems expedient to make brief mention at this point of the anomalous condition existing in a few counties of the State growing out of the attempt of certain elementary schools to offer one or two years of work beyond the elementary grades. This is an unfortunate situation which seems to have originated before the era of good roads and when high schools were much less numerous than they are now. It has persisted, nevertheless, to the present, especially in a few counties in the eastern section of the State, in spite of the fact that changed conditions seem to render such abortive attempts to do work of a strictly high school grade unnecessary. Moreover, the situation is aggravated by reason of the continued custom of equating the so-called high school work completed by the pupils of such schools as equal in credit-value to the work completed in the same subjects in approved high schools. It scarcely needed inspection to prove conclusively the absurdity of this pretension, or to bring very prominently into the focus of consciousness of the county superintendent and of the supervisor alike that the situation as it presented itself was not only unfair to the pupils attending such schools, but was at the same time a contravention of all efforts to maintain and raise the standard of the approved high schools of the State. About twenty schools of the type under consideration have been inspected by the State during the present school session (1922-23). In only one case is the work in the high school subjects being done on an approved high school basis. The recitation periods range from 15 to 30 minutes in length; the equipment is far below standard requirements for approved high schools; the teacher in practically every instance holds a grade of certificate which does not entitle her to do high school work. The high school classes in these schools are for the most part very small, ranging from one to five pupils, and the teacher, on being interrogated, has almost invariably stated that she is forced to neglect the interests of her elementary pupils on account of the time and effort she is compelled to expend on the small minority of the pupils who are attempting high school work.

It is encouraging to note that the superintendents of the counties in which these schools are located are alive to the anomaly of the situation and are making plans to eliminate as speedily as possible the so-called high school work in such schools. This has been done successfully in many of the counties by a system of transportation and consolidation. Elimination seems really the only solution to this

problem, except in those cases where a sufficient number of pupils of high school grade can be served to warrant the establishment of a third-group high school. In all other cases, the wise procedure would seem to consist in serving official notice to the communities affected that work beyond the elementary grades hereafter attempted in the school will be for the sole benefit of such pupils as do not contemplate pursuing their education further; that in no case can high school credits be expected, and that pupils who expect to go to high school, should *begin* their high school career in a regular, approved high school, or immediately after they have completed the work of the elementary school.

ENROLLMENT AND ATTENDANCE

The outstanding facts graphically shown in Chart BB and in the tabulation in Table 39, are that both the enrollment, 13,186, and the attendance, 11,463, for 1921-22, as compared with the preceding year, attain the highest increase in the history of our county high schools, the increase in each item amounting to 2,000. This is a gain of 18% in enrollment and of 21% in attendance, and justifies the prediction of an enrollment of 15,000 in 1922-23.

TABLE 39

ENROLLMENT AND ATTENDANCE COUNTY HIGH SCHOOLS OF MARYLAND, 1914-1922

Year Ending July 31	Enrollment	Average Daily Attendance	Annual Increase		Per Cent of Increase		Cumulative Per Cent of Increase	
			Enrollment	Attendance	Enrollment	Attendance	Enrollment	Attendance
1915	6,213	5,276	.....	.....	.....	.....	.....	.....
1916	7,000	5,804	787	528	12.6	10.0	12.6	10.0
1917	7,567	6,327	567	523	8.1	9.0	21.8	19.9
1918	7,936	6,477	369	150	4.9	2.4	27.8	22.8
1919	8,302	6,685	366	208	4.6	3.2	33.6	26.7
1920	9,392	7,798	1,090	1,113	13.1	16.7	51.1	47.9
1921	11,188	9,483	1,796	1,685	19.1	21.6	80.0	80.0
1922	13,186	11,463	1,998	1,980	17.9	20.9	112.2	117.3

Scarcely less noticeable is the 20% increase (270) in the number of four-year graduates over last year's 1,363; and it is more encouraging to know that, beginning with next June (1923), we shall begin to feel the effects on our graduating classes of the large increase in enrollment, as our persistence to graduation is not only holding its own, but is rapidly rising (see Chart KK, page 121). For the attendance in white high schools in each county, see Chart E, page 22.

This growth is exhibited in another way in Chart CC which shows that for each one hundred high school pupils enrolled and attending in 1914-1915 there are now (1921-1922) over 212 enrolled and attending, and that the attendance is *notably better* than it was in 1914-1915.

CHART BB

GROWTH IN ENROLLMENT, ATTENDANCE AND GRADUATES, IN APPROVED COUNTY HIGH SCHOOLS OF MARYLAND, 1915-1922

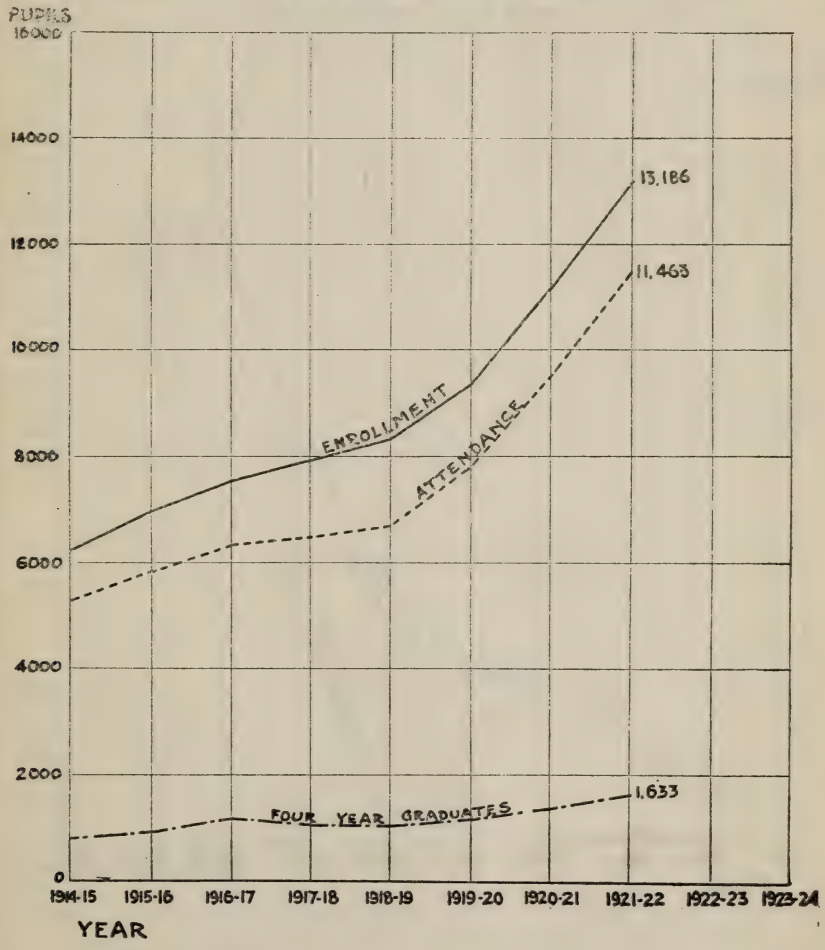
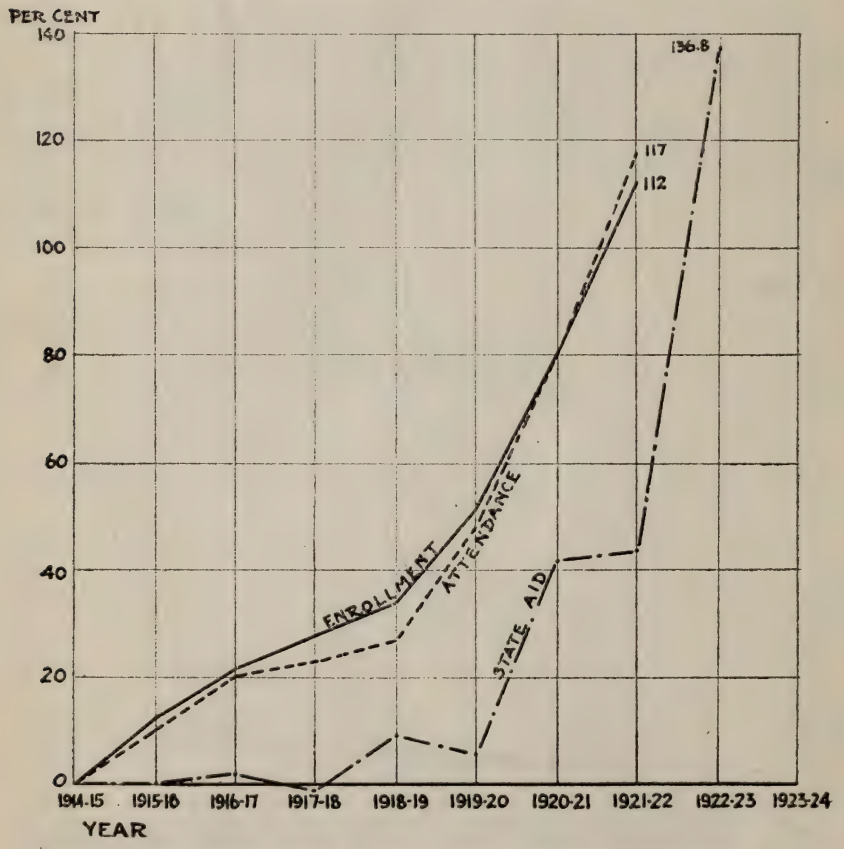


CHART CC

CUMULATIVE PER CENT OF INCREASE OVER 1914-15 IN ENROLLMENT, ATTENDANCE, AND STATE AID, OF APPROVED COUNTY HIGH SCHOOLS OF MARYLAND, FOR EACH YEAR TO 1921-22



STATE AID FOR HIGH SCHOOLS

Chart CC, p. 106, however, tells an additional story, equally interesting and, perhaps, more significant in explaining the growth of the Maryland high schools; i. e., the State's effort to encourage secondary education by progressively increasing its high school aid to the counties. The chart shows that every hundred dollars contributed by the State to the counties for high school support in 1914-15 has been increased in successive years, until, under the terms of the 1922 Public School Law and the Governor's budget, it now amounts to $237. That is, the State Aid for the school year of 1922-1923 will have increased 137% since 1914-1915. This rate of increase will be exceeded by the growth in enrollment percentage, however, if the enrollment continues to show its present gratifying strides.

The provisions enacted by the Legislature of 1922, increasing State Aid to high schools 50 per cent, are shown below. When State aid to high schools was planned originally, the State was to pay half of the cost of teachers' salaries. In 1914-1915 the counties paid 55 per cent, but they have gradually been bearing a larger share of the salary expense, until in 1921-1922, their share amounts to 77 per cent of the total expenditure for high school salaries, as is shown in Chart DD. It will be noted that the lower cost per pupil ($76.85) in 1921-1922 is due to the large increase in attendance, and shows a decrease of $5 per pupil under the cost for the previous year. The new legislation which took effect September, 1922, is the result of the State's effort to relieve the counties of the increasing burden.

TABLE 40

STATE AID TO HIGH SCHOOLS—LEGISLATION OF 1922

(Former Allowance in Parentheses)

Position of	State Aid to High Schools of		
	First Group	Second Group	Third Group
Principal	$ 900 ($ 600)	$700 ($600)	$650 ($500)
2 academic assistants, each	600 (400)	500 (400)	
2 special assistants, each	450 (300)		
1 academic assistant	450 (300)		
Additional assistants, each	150 (100)		
Maximum to a county high school	5,000 (3,000)		
Maximum to a Baltimore City senior high school	6,000 (3,500)		

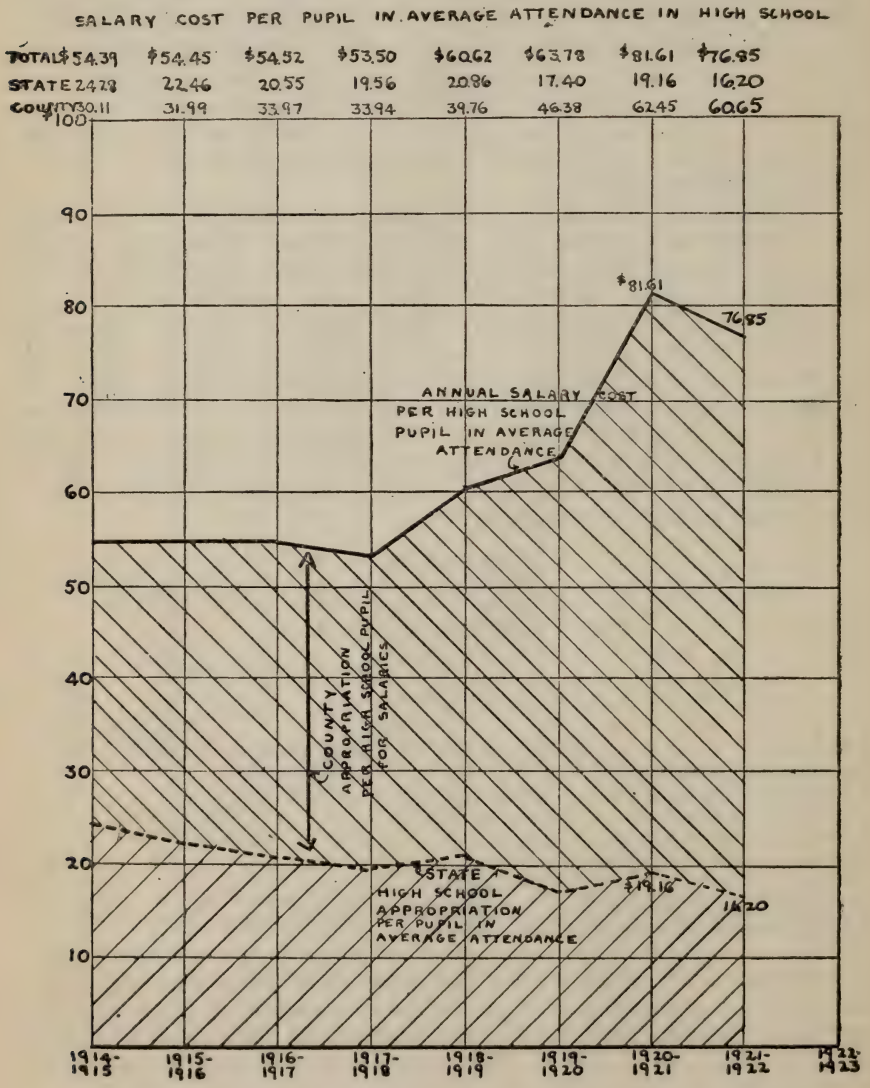
Reference to this report for last year† will show that the State has made a most exemplary effort for the education of its adolescents by increasing its high school aid, in the Legislature of 1922, from $200,000* in 1920-1921 to $333,750* in 1922-1923, for this increase has not only

† Fifty-fifth Annual Report, State Board of Education of Maryland, 1921, p. 56.

* Of this amount Baltimore City received $15,850 in 1921-22 and will receive $30,000 in 1922-23.

CHART DD

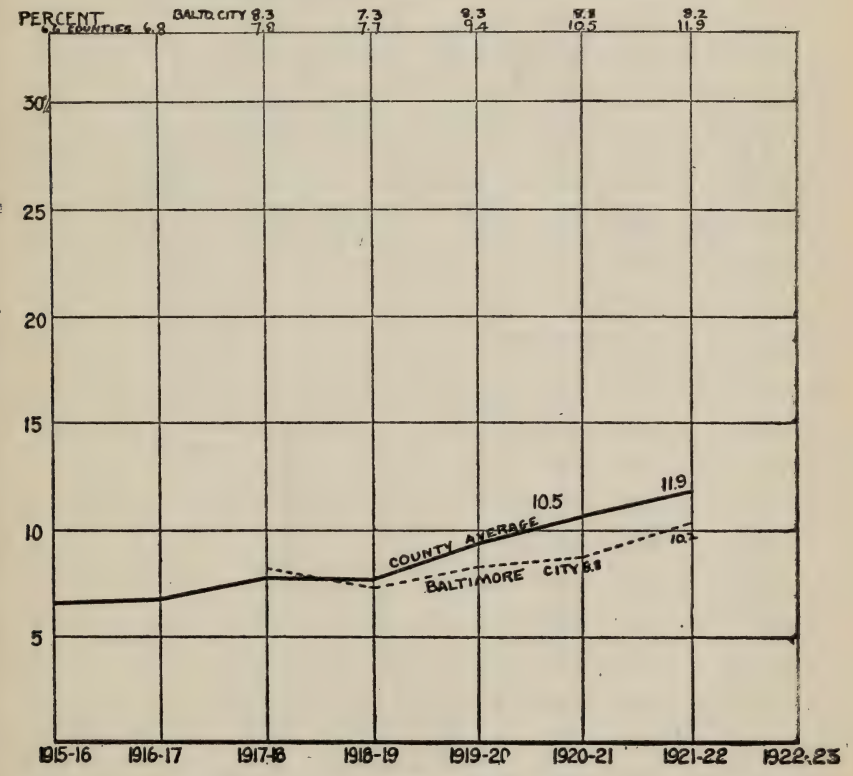
AMOUNTS CONTRIBUTED BY THE STATE AND COUNTY TOWARD THE COST PER PUPIL FOR SALARIES OF TEACHERS IN APPROVED COUNTY HIGH SCHOOLS, 1915-1922



lightened the burden of the individual counties, but has enabled them to meet the reasonable requirements of the State as to advancing the equipment of teachers, improving the quality of instruction, and raising the general level of high school instruction.

CHART EE

RATIO OF ATTENDANCE IN WHITE HIGH SCHOOLS TO ATTENDANCE IN ALL WHITE SCHOOLS OF MARYLAND COUNTIES AND BALTIMORE CITY, 1918-1922

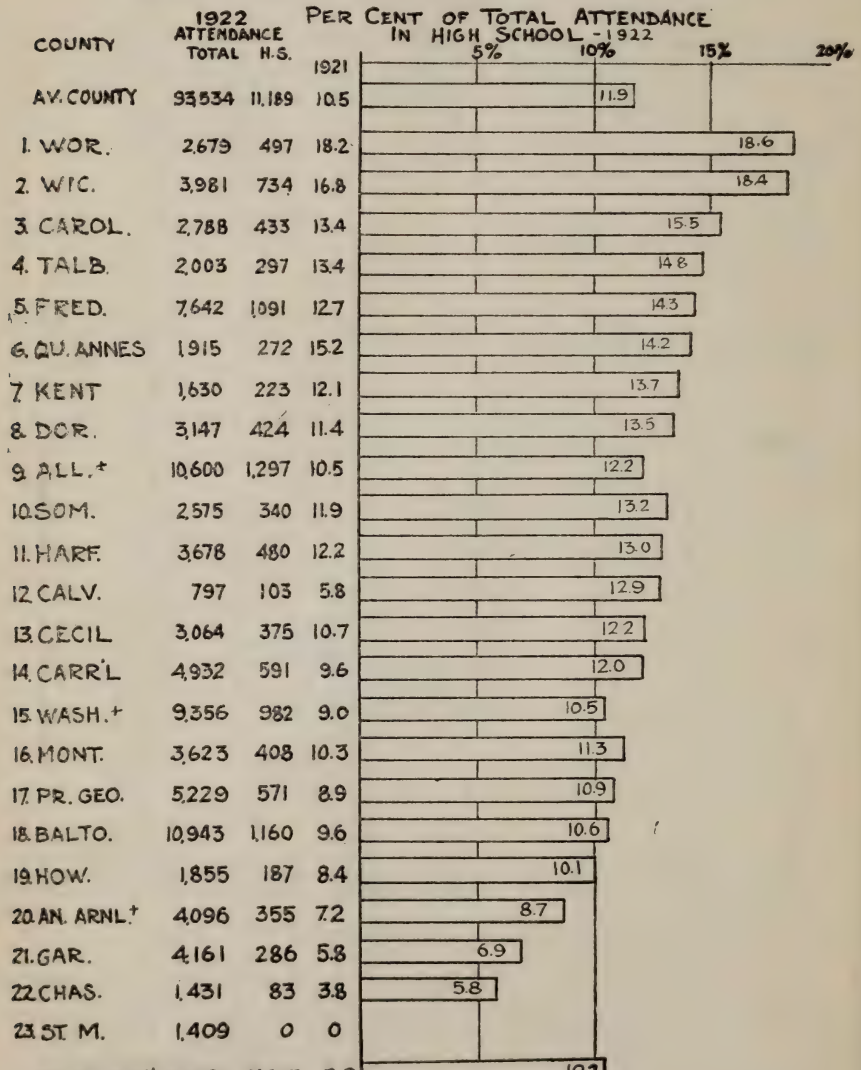


RATIO OF HIGH SCHOOL ATTENDANCE TO TOTAL ATTENDANCE

The ratio of high school attendance to total attendance may best be studied by considering together Charts EE and FF, which show, in several ways, how many of our children are going on from the elementary school to the high school. There was an annual increase in this respect from 1914 to 1919 of only about one per cent, a condition which can be understood (Chart EE) by recalling the effect of the war upon all high schools; but the large increment which began in Septem-

CHART FF

RATIO OF ATTENDANCE IN HIGH SCHOOLS TO ATTENDANCE IN ALL WHITE SCHOOLS, BY COUNTIES, 1921 AND 1922



+8 GRADE ELEMENTARY COURSE. ALL OTHERS HAVE 7 GRADES

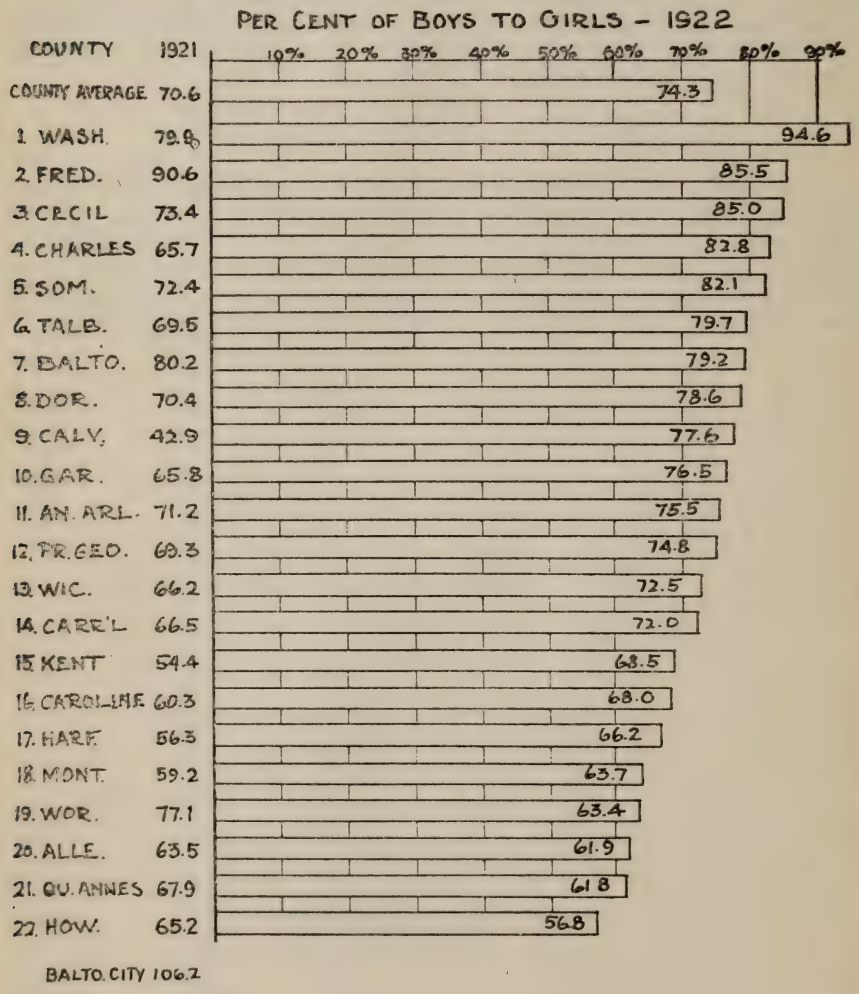
ber, 1919, has continued, the average annual high school increase in ratio for three years being 1.4 per cent. In 1921-1922, nearly 12% of the attendance in the counties was in the high schools and this figure is close to the average of the United States in this point. The gain for the last year was the same as the average for the three years, 1.4 per cent. It is worth noting that of the eight counties of the State that stand highest in this matter of sending their school children into high school, seven are on the Eastern Shore. Of course, the fact that all except three counties of the State and Baltimore City have a seven-grade elementary course helps to increase this figure for Maryland. (For individual schools, see pages 270 to 275.)

PER CENT OF BOYS TO GIRLS IN HIGH SCHOOL

One of the most encouraging aspects of our high schools is shown in Chart GG. The proportion of boys to girls in Maryland county high schools was only 70.6% last year; this year it has risen to 74.3%. That is: for every 100 girls in our high schools last year, there were fewer than 71 boys; but this year there are now more than 74 boys to every 100 girls. (For individual schools, see pages 270 to 275.)

CHART GG

RATIO OF BOYS TO GIRLS IN APPROVED WHITE HIGH SCHOOLS, BY COUNTIES, 1921 AND 1922



AVERAGE NUMBER OF DAYS IN SESSION

The average number of days during which the high schools are actually in session continues to increase, this year showing a clear gain of three days over 1920-1921. Only four counties failed to meet the 180-day requirement; but each of four others—Cecil, Kent, Dorchester, and Frederick—increased its school year by five or more days over that of last year. (See Chart G, page 26, and Table No. 41; for individual schools, see pages 270 to 275.)

TABLE 41

AVERAGE NUMBER OF DAYS IN SESSION IN WHITE HIGH SCHOOLS

County	1920-1921	1921-1922	Increase	Decrease
State Average	181.3	183.9	+ 2.6	
Baltimore City	182.0	183.9	+ 1.9	
County Average	181.0	184.0	+ 3.0	
Harford	193.2	194.7	+ 1.5	
Howard	190.3	192.7	+ 2.4	
Cecil	180.5	189.6	+ 9.1	
Anne Arundel	187.5	188.5	+ 1.0	
Kent	181.0	188.5	+ 7.0	
Queen Anne's	189.8	188.5		—1.3
Baltimore	194.9	187.4		—7.5
Dorchester	180.4	186.6	+ 6.2	
Frederick	180.9	186.4	+ 5.5	
Prince George's	182.0	185.8	+ 3.8	
Montgomery	183.5	184.1	+ .6	
Garrett	184.6	183.5		—1.1
Caroline	180.0	183.3	+ 3.3	
Talbot	183.2	182.9		— .3
Wicomico	179.5	180.7	+ 1.2	
Washington	179.0	180.3	+ 1.3	
Somerset	181.5	180.2		—1.3
Worcester	177.5	180.0	+ 2.5	
Allegany	181.4	179.3		—2.1
Carroll	180.0	178.5		—1.5
Calvert	94.9	173.1	+78.2	
Charles	168.0	162.2		—5.8

PER CENT OF ENROLLMENT IN AVERAGE ATTENDANCE

The per cent of enrollment in attendance for all the counties together was 87.1, an increase of 2 per cent for the year. For high school children, an attendance of 90 per cent is a reasonable goal. The table shows that five counties secured an average daily attendance of over 90 per cent. of their enrollment—Allegany, Washington, Wicomico, Carroll, and Talbot—and that the greatest improvement over 1920-1921 in this particular was accomplished by two of these—Allegany and Carroll. On the other hand, ten counties fell below 85 per cent. Charles, Calvert, and Wicomico show the greatest decreases during the year. Six counties in all failed to reach their 1920-1921 attainment. (See Chart H, page 30, and Table No. 42.)

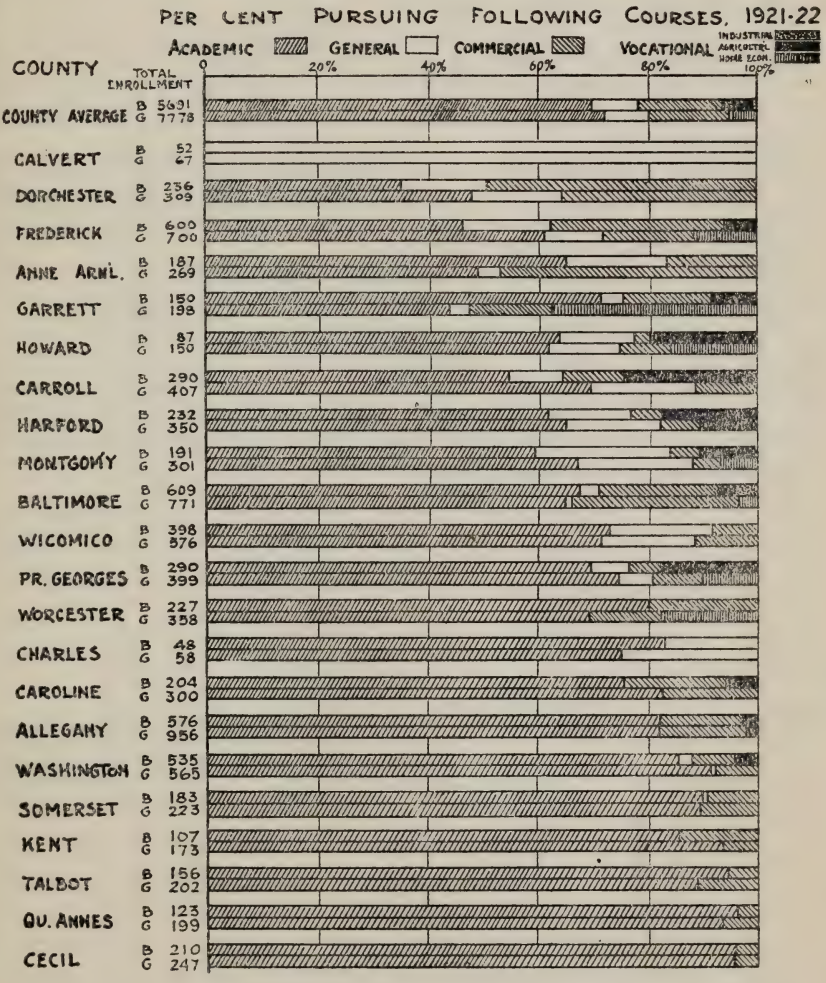
TABLE 42

PER CENT. OF ENROLLMENT IN ATTENDANCE IN WHITE HIGH SCHOOLS

County	1920-1921	1921-1922	Increase	Decrease
State Average	87.4	88.2	+ .8	
Baltimore City	89.0	90.1	+1.1	
County Average	85.1	87.1	+2.0	
Allegany	85.5	92.9	+7.4	
Washington	90.0	91.7	+1.7	
Wicomico	93.9	91.3		—2.6
Carroll	82.6	90.9	+8.3	
Talbot	89.6	90.2	+ .6	
Anne Arundel	87.4	87.9	+ .5	
Dorchester	88.6	87.6		—1.0
Frederick	84.9	87.5	+2.6	
Calvert	90.0	86.5		—3.5
Caroline	84.4	85.9	+1.5	
Baltimore	85.7	85.7		
Kent	83.6	85.7	+2.1	
Worcester	83.6	84.9	+1.3	
Queen Anne's	85.9	84.5		—1.4
Prince George's	83.0	84.0	+1.0	
Harford	83.4	83.9	+ .5	
Somerset	80.9	83.7	+2.8	
Montgomery	78.6	83.1	+4.5	
Garrett	79.9	82.4	+2.5	
Cecil	82.4	81.8		— .6
Howard	78.5	80.6	+2.1	
Charles	81.0	78.3		—2.7

CHART HH

DISTRIBUTION OF ENROLLMENT IN APPROVED WHITE HIGH SCHOOLS BY PER CENT PURSUING EACH COURSE, BY COUNTIES, YEAR ENDED JULY 31, 1922



PER CENT OF PUPILS PURSUING THE SEVERAL COURSES (CHARTS HH AND II)

The Academic Course holds its long lead over the General, the Vocational, and the Commercial Courses. Approximately the same per cent of pupils is pursuing the academic curriculum as did so last year—about 71 per cent of all the 13,469 pupils, though there is a slight increase both in the number of pupils taking the commercial work and of those taking vocational agriculture.

The noteworthy variations among the counties in the high school courses pursued are as follows:

Fewer than one-half of Dorchester's 545 high school boys and girls take the academic course; nearly one half of the boys are taking the commercial course.

Over 95% of the 457 high school boys and girls of Cecil are taking the academic course. Nine-tenths of all the pupils in Queen Anne's, Talbot, Kent, and Somerset, all on the Eastern Shore, are studying Latin as a part of the academic course.

Fourteen of the 22 counties conducting high schools offer the general course. Calvert offers only this course to its 119 boys and girls.

Only Calvert and Charles do not offer the commercial course.

One half the counties (11) give Vocational Agriculture (note the solid black bars at the left of the chart) and approximately one third (7) Vocational Home Economics. Baltimore County gives part time industrial courses at Sparrows Point High School in connection with the Bethlehem Shipbuilding Corporation.

For courses in individual schools, see pages 276 to 281.

TABLE 43

PER CENT. OF PUPILS PURSUING VARIOUS COURSES IN HIGH SCHOOLS, 1921-22.

County	Total Enrollment			PER CENT. OF ENROLLMENT PURSUING THE										
				Academic Course			General Course			Commercial Course			Vocational Courses	
													Agriculture	Home Economics
	Boys	Girls	Total	Boys	Girls	Tot'l	Boys	Girls	Tot'l	Boys	Girls	Tot'l	Boys	Girls
County Average.	5,691	7,778	13,469	70.6	72.6	71.8	8.6	7.5	7.9	15.1	15.1	15.1	*5.7	4.1
Allegany	576	956	1,532	82.3	82.4	82.4	....	....	....	14.9	15.8	15.5	†2.8	.....
Anne Arundel	187	269	456	65.8	49.8	56.3	18.2	4.1	9.9	16.0	46.1	33.8	.....	.....
Baltimore	609	771	1,380	68.0	65.5	66.6	3.6	1.0	2.2	21.8	30.5	26.7	‡6.6	3.9
Calvert	52	67	119	....	....	....	100.0	100.0	100.0	....	....	....	.....	.....
Caroline	204	300	504	75.9	83.0	80.1	.5	....	.2	18.2	17.0	17.5	5.4	.....
Carroll	290	407	697	55.5	70.2	64.1	10.0	19.4	15.5	11.0	10.4	10.6	23.5	.....
Cecil	210	247	457	96.7	96.3	96.5	....	....	....	3.3	3.7	4.5	.....	.....
Charles	48	58	106	83.3	75.8	79.2	16.7	24.2	20.8	....	....	....	.....	.....
Dorchester	236	309	545	35.6	48.5	42.9	15.7	16.2	16.0	48.7	35.3	41.1	.....	.....
Frederick	600	700	1,300	47.0	61.7	55.0	16.0	10.7	13.1	31.8	16.3	23.4	5.2	11.3
Garrett	150	198	348	72.0	44.4	56.3	4.0	3.5	3.7	16.0	15.1	15.5	8.0	37.9
Harford	232	350	582	62.5	65.7	64.4	15.1	17.1	16.3	5.6	6.9	6.4	§16.8	.....
Howard	87	150	237	64.4	62.7	63.3	13.8	12.7	13.1	2.3	9.3	6.7	19.5	15.3
Kent	107	173	280	86.0	93.6	90.7	....	....	....	14.0	6.4	9.3	.....	.....
Montgomery	191	301	492	59.7	67.8	64.6	24.6	20.9	22.3	5.2	5.0	5.1	10.5	6.3
Prince George's	290	399	689	69.6	75.0	72.7	7.2	6.0	6.5	5.9	9.0	7.7	17.3	10.9
Queen Anne's	123	199	322	96.7	94.0	95.0	....	....	....	3.3	6.0	5.0	.....	.....
St. Mary's	....	....	.....	....	....	....	....	....	....	....	....	....	.....	.....
Somerset	183	223	406	90.2	90.2	90.2	0.5	....	0.2	9.3	9.8	9.6	.....	.....
Talbot	156	202	358	94.9	89.1	91.6	....	....	....	5.1	10.9	8.4	.....	.....
Washington	535	565	1,100	86.0	91.3	88.8	2.3	0.9	1.5	8.0	7.8	7.9	3.7	.....
Wicomico	398	576	974	73.3	72.0	72.6	18.9	17.0	17.8	7.8	11.0	9.6	.....	.....
Worcester	227	358	585	80.2	69.6	73.6	....	....	....	19.8	13.4	15.9	.....	17.9

*Includes 0.4 per cent taking part time industrial course. Excludes 0.7 per cent girls taking vocational agriculture.

†Excludes 1.8 per cent girls taking vocational agriculture.

‡Includes 3.9 per cent boys taking part time industrial course at Sparrows Point.

§Excludes 10.3 per cent girls taking vocational agriculture.

CHART II

NUMBER AND PER CENT OF ENROLLMENT IN APPROVED WHITE HIGH SCHOOLS, TAKING MANUAL TRAINING, HOME ECONOMICS, AND AGRICULTURE (STATE), YEAR ENDED JULY 31, 1922

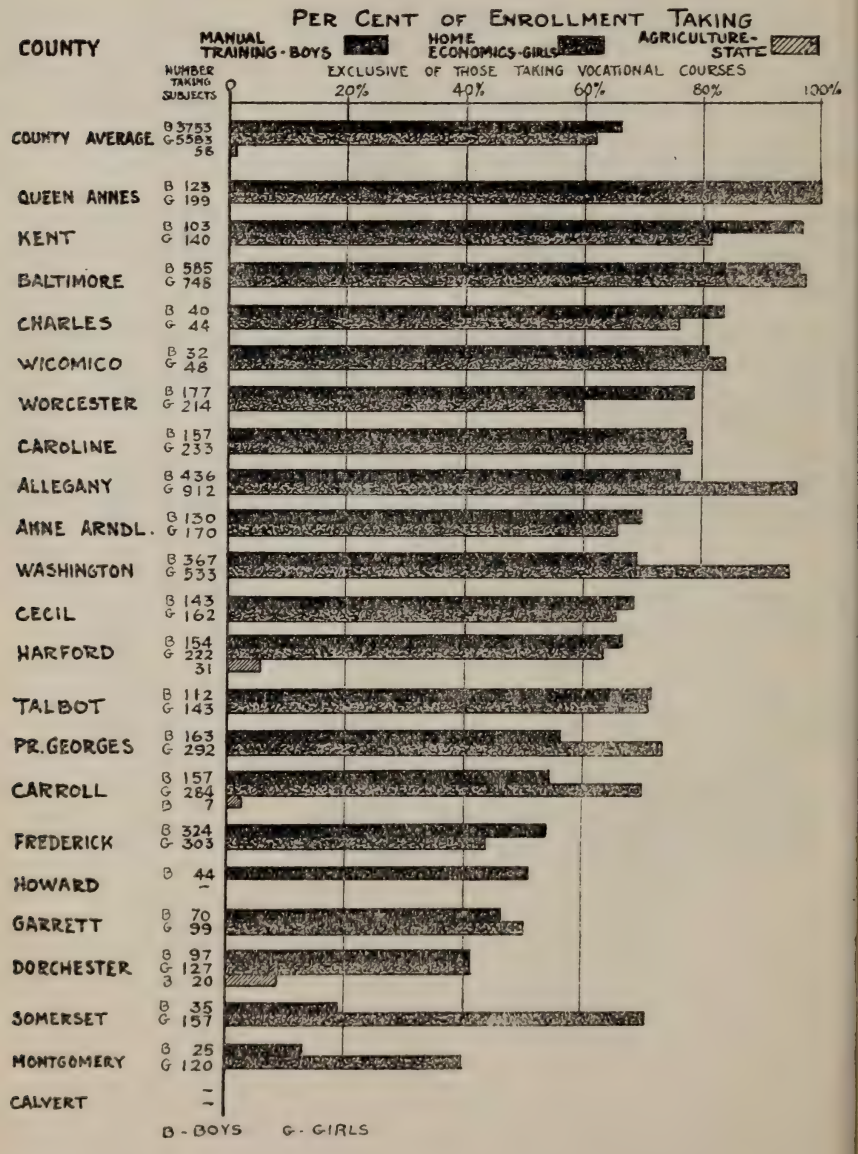
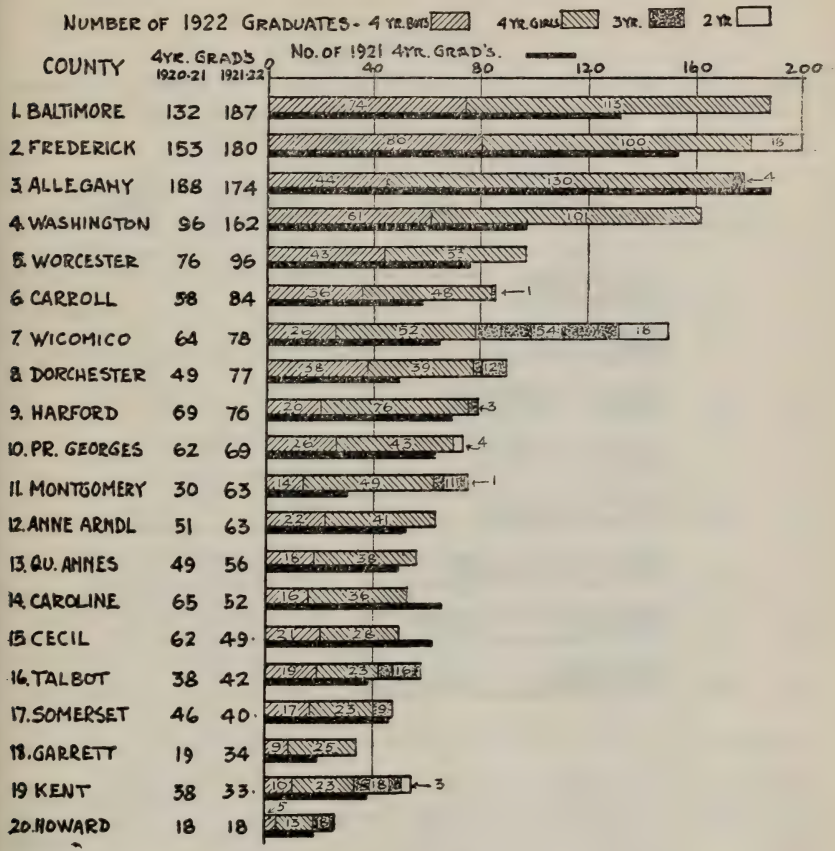

PER CENT OF ENROLLMENT TAKING
COUNTY
MANUAL TRAINING - BOYS
HOME ECONOMICS - GIRLS
AGRICULTURE - STATE
NUMBER TAKING SUBJECTS
EXCLUSIVE OF THOSE TAKING VOCATIONAL COURSES
20%
40%
60%
80%
100%
COUNTY AVERAGE B 3733 G 5583 56
QUEEN ANNES B 123 G 199
KENT B 103 G 140
BALTIMORE B 585 G 748
CHARLES B 40 G 44
WICOMICO B 32 G 48
WORCESTER B 177 G 214
CAROLINE B 157 G 233
ALLEGANY B 436 G 912
ANNE ARNDL. B 130 G 170
WASHINGTON B 367 G 533
CECIL B 143 G 162
HARFORD B 154 G 222 31
TALBOT B 112 G 143
PR. GEORGES B 163 G 292
CARROLL B 157 G 284 B 7
FREDERICK B 324 G 303
HOWARD B 44 –
GARRETT B 70 G 99
DORCHESTER B 97 G 127 3 20
SOMERSET B 35 G 157
MONTGOMERY B 25 G 120
CALVERT – –
B - BOYS G - GIRLS

CHART JJ

NUMBER OF GRADUATES FROM APPROVED WHITE HIGH SCHOOLS, BY COUNTIES, 1921 AND 1922

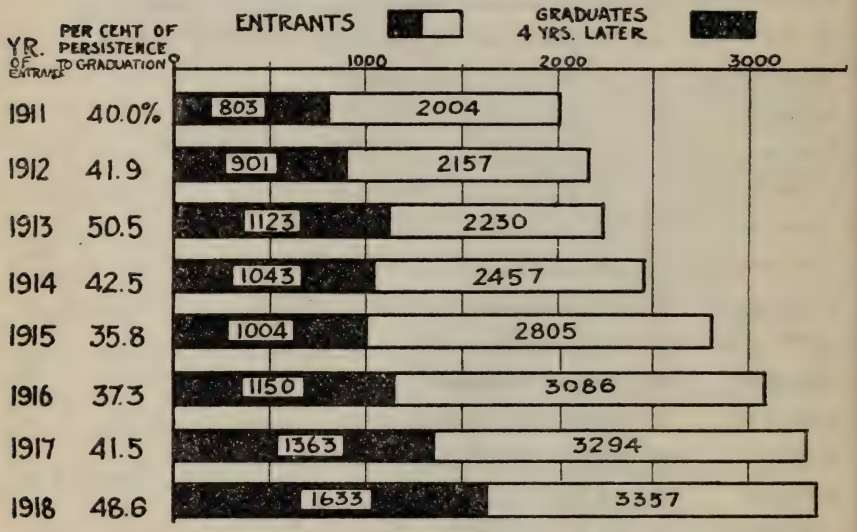


NUMBER AND DISTRIBUTION OF GRADUATES, JUNE, 1922, (CHART JJ)

The total number of four-year graduates in June, 1922, was 1,633, an increase of 270 over June, 1921. All the counties except five participated in this increase; there was an increase of 66 in Washington County, one of 55 in Baltimore County, and five counties showed increases of from 20 to 33. In many cases, these larger increases came from the graduation, as four-year students, of pupils who had done two or three years of approved work in near-by third- or second-group schools and who were induced to go on to four-year graduation. The important point in Chart JJ, however, is that the increase in four-year graduates was so widespread, occurring in 15 out of 20 counties. (For individual schools, see pages 276 to 281.)

CHART KK

NUMBER AND PER CENT OF FIRST YEAR ENROLLMENT, 1911-1918, SURVIVING TO GRADUATION FOUR YEARS LATER, 1915-1922, APPROVED WHITE HIGH SCHOOLS OF MARYLAND COUNTIES



PERSISTENCE TO (FOUR-YEAR) GRADUATION (CHARTS KK AND LL)

Much more significant than the mere number of graduates is the ability of the schools to hold their pupils during the full four-year period—the percentage of persistence. In this factor of high school progress, we have steadily advanced; only one year, 1917, shows higher persistence than does our percentage of 48.6 for this year, 1922. This means that we held to graduation in 1922 almost one-half (1,633) of the 3,357 pupils who entered our high schools four years earlier (September, 1918), and that we shall almost certainly show a persistence of more than 50 per cent next year. The latest figures given by the U. S. Bureau of Education (for 1917-18) show a persistence of 44 per cent for the U. S. as a whole.

TABLE 44

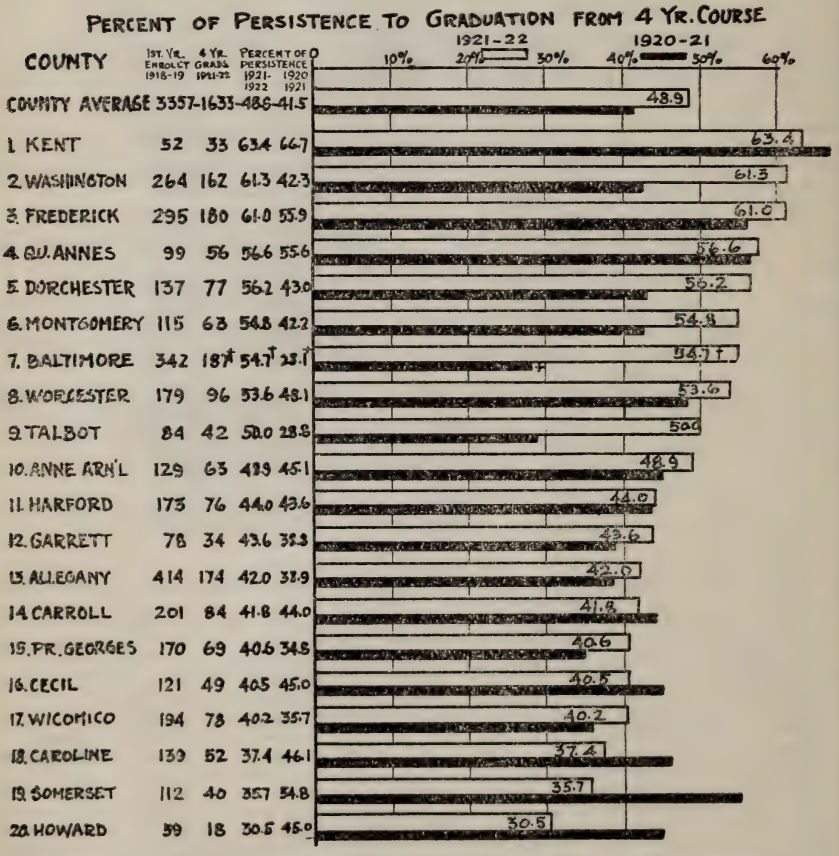
DISTRIBUTION OF 1922 ENROLLMENT IN THE VARIOUS YEARS OF THE HIGH SCHOOL.

County	Total Enrollment			PER CENT. OF TOTAL ENROLLMENT IN																
				1st Year			2nd Year			3rd Year			4th Year			Graduates				
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total		
County Average.	5,691	7,778	13,469	45.9	38.8	41.8	25.5	26.8	26.2	17.1	20.3	19.0	11.5	14.1	13.0	10.6	13.4	12.2		
Queen Anne's...	123	199	322	42.3	30.7	35.1	30.1	27.6	28.6	13.0	22.6	18.9	14.6	19.1	17.4	14.6	19.1	17.4		
Worcester	227	358	585	37.4	33.3	34.9	24.7	27.6	26.5	18.1	21.5	20.2	19.8	17.6	18.4	18.9	14 8	16.4		
Washington	535	565	1,100	40.6	35.4	37.9	29.2	26.2	27.6	18.1	20.2	19.2	12.1	18.2	15.3	11.4	17.9	14.7		
Dorchester	236	309	545	39.8	35.3	37.2	22.9	25.9	24.6	19.9	26.2	23.5	17.4	12.6	14.7	16.1	12.6	14.1		
Frederick	600	700	1,300	41.2	38.4	39.7	25.8	24.7	25.2	18.7	21.9	20.4	14.3	15.0	14.7	13.3	14.3	13.9		
Anne Arundel....	187	269	456	48.2	41.6	44.3	23.5	24.2	23.9	16.0	18.2	17.3	12.3	16.0	14 5	11.8	15 2	13.8		
Baltimore..... .	609	771	1,380	45.5	40.1	42.5	26.3	25.5	25.9	15.9	19.2	17.8	12.3	15.2	13.8	12.2	14.7	13.6		
Harford	232	350	582	50.0	35.1	41.1	22.9	26.9	25.2	17.2	21.1	19.6	9.9	16.9	14.1	8.6	16.0	13.1		
Montgomery	191	301	492	44.5	38.5	40.9	28.3	22.3	24.6	19.9	22.3	21.3	7.3	16.9	13.2	7.3	16.3	12.8		
Carroll	290	407	697	44.1	42.5	43.2	27.9	25.5	26.5	14.5	19.9	17.6	13.5	12.1	12.7	12.4	11.8	12.1		
Kent	107	173	280	43.9	34.7	38.2	21.5	25.4	23.9	25.2	26.0	25.7	9.4	13.9	12.2	9.4	13 3	11.8		
Talbot	156	202	358	44.9	43.1	43.9	23.1	24.2	23.7	17.9	20.8	19.6	14.1	11.9	12.8	12.2	11.4	11.7		
Allegany	576	956	1,532	54.4	40.3	45.6	20.5	25.0	23.3	16.1	20.3	18.7	9.0	14.4	12.4	7.6	13.6	11.4		
Cecil	210	247	457	52.9	42.5	47.3	23.3	25.1	24.3	13.8	20.2	17.3	10.0	12.2	11.1	10.0	11.3	10.7		
Caroline	204	300	504	50.5	40.0	44.2	27.0	27.3	27.2	14.2	19.7	17.5	8.3	13.0	11.1	7.8	12.0	10.3		
Prince George's.	290	399	689	46.6	42.6	45.1	24.1	32.6	29.0	17.6	13.5	15.3	9.7	11.3	10.6	9.0	10.8	10.0		
Somerset	183	223	406	44.8	35.0	39.4	25.1	38.6	32.5	19.1	14.8	16.8	11.0	11.6	11.3	9.3	10.3	9.8		
Garrett	150	198	348	50.0	44.5	46.8	26.0	22.2	23.9	16.0	20.2	18.4	8.0	13.1	10.9	6.0	12 6	9.8		
Wicomico	398	576	974	42.0	35.8	38.3	28.4	28.3	28.3	19.3	24.5	22.4	10.3	11.4	11.0	6.5	9.0	8.9		
Howard	87	150	237	55.2	39.3	45.2	24.1	32.0	29.1	14.9	20.0	18.1	5.8	8.7	7.6	5.8	8.7	7.6		
Calvert	52	67	119	67.3	50.8	58.0	32.7	49.2	42.0	...	...	...	...	...	...	...	...	...		
Charles	48	58	106	60.4	58.6	59.4	29.2	32.8	31.1	10.4	8.6	9.5	...	...	...	...	...	...		
St. Mary's.....	....	....	.....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...		

The facts regarding persistence throughout the counties as a group during the past decade, as explained above, are graphically exhibited in Chart KK; and Chart LL shows the percentage of persistence by the individual counties for last year and for this year. Washington, Dorchester, and Montgomery show increases of 19%, 13%, and 12%, respectively. Cecil, Caroline, and Somerset, respectively, sustained decreases of 5%, 9% and 19%. Six counties show, compared with 1920-1921, a decreased persistence, but fourteen exhibit increases ranging from 1 to 26%. Baltimore County figures for both years are inaccurate because it is not possible to follow the careers to graduation of the 42 second year pupils and the 102 first year students in the new annex who entered Baltimore City high schools, after annexation would have necessitated the payment of tuition if the County schools had been attended by these pupils.

CHART LL

NUMBER AND PER CENT OF FIRST YEAR ENROLLMENT, 1918-19, SURVIVING TO GRADUATION IN 1922, COMPARED WITH 1921, BY COUNTIES



COUNTY	1st. Yr. Enrollt 1918-19	4 Yr. Grads 1921-22	Percent of Persistence 1921-1922	1920-1921
COUNTY AVERAGE	3357	1633	48.6	41.5
1. KENT	52	33	63.4	66.7
2. WASHINGTON	264	162	61.3	42.3
3. FREDERICK	295	180	61.0	55.9
4. QU. ANNES	99	56	56.6	55.6
5. DORCHESTER	137	77	56.2	43.0
6. MONTGOMERY	115	63	54.8	42.2
7. BALTIMORE	342	187†	54.7†	23.1†
8. WORCESTER	179	96	53.6	48.1
9. TALBOT	84	42	50.0	28.8
10. ANNE ARN'L	129	63	48.9	45.1
11. HARFORD	173	76	44.0	43.6
12. GARRETT	78	34	43.6	38.3
13. ALLEGANY	414	174	42.0	37.9
14. CARROLL	201	84	41.8	44.0
15. PR. GEORGES	170	69	40.6	34.8
16. CECIL	121	49	40.5	45.0
17. WICOMICO	194	78	40.2	35.7
18. CAROLINE	139	52	37.4	46.1
19. SOMERSET	112	40	35.7	54.8
20. HOWARD	59	18	30.5	45.0

Pupils transferred to Baltimore City in September 1919 by reason of annexation and the necessity of paying tuition in Baltimore County are not included

†102 pupils +42 pupils

SURVIVAL OF FIRST-YEAR ENROLLMENT TO SUCCEEDING YEARS AND ENTERING MARYLAND STATE NORMAL SCHOOLS.

(TABLE 45, AND CHART MM, PAGES 123 TO 126.)

The supply of trained teachers for the elementary schools of the State is almost entirely dependent upon the number of high school graduates who enter the State normal schools, and this function of the high school—supplying students for the normal school—is of the greatest importance to the State. Table 45 shows that, of 3,357 pupils who entered the high schools in September, 1918, somewhat less than three fourths entered the second year, about three fifths entered the third year, slightly more than one half entered the fourth year, less than one half graduated, fewer than one fifth of these 1,633 graduates of June, 1922, entered the State normal schools, and that the 310 who did enter the normal schools constituted only 9.2% of the original 3,357 who had entered high school four years earlier. It is highly probable that this percentage will show a steady increase in view of the very good salaries now available, under the School Law of 1922, to teachers who are normal school graduates, and in view of the extremely reasonable cost of the normal school course.

TABLE 45

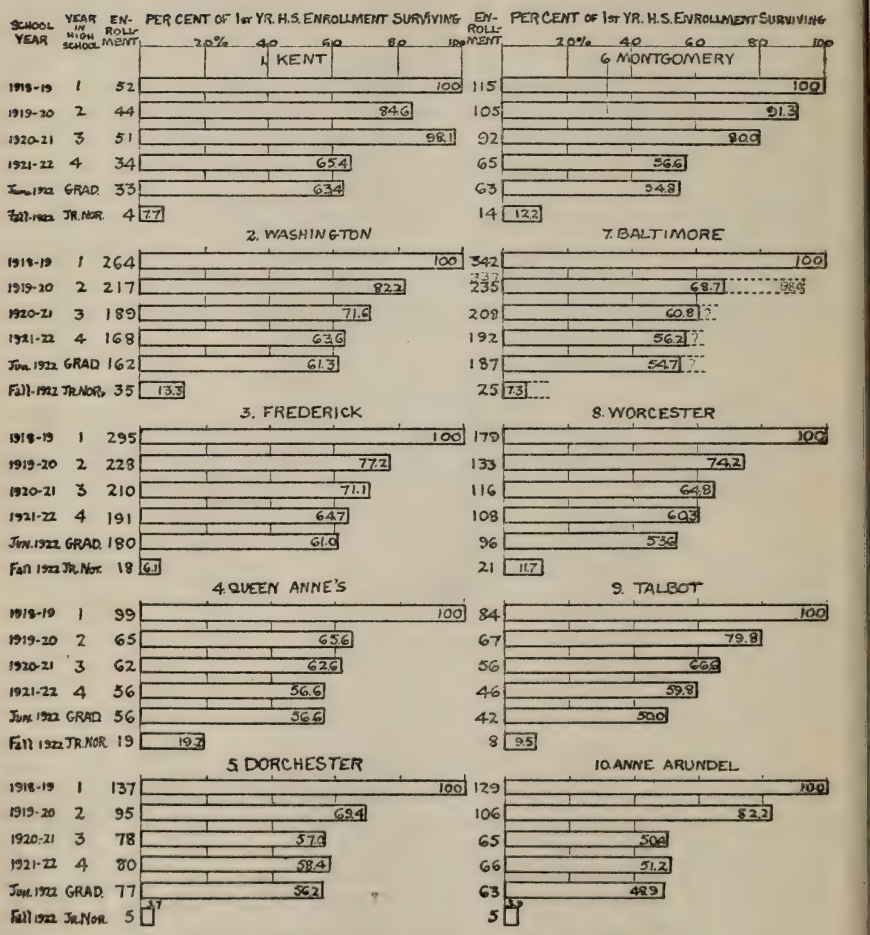
PER CENT OF FIRST-YEAR ENROLLMENT IN MARYLAND COUNTY HIGH SCHOOLS SURVIVING TO THE FOLLOWING YEARS AND ENTERING MARYLAND STATE NORMAL SCHOOLS

Year	High School Year	Number	Per Cent
1918–19	First	3,357	100.0
1919–20	Second	2,447	72.8
1920–21	Third	2,048	61.0
1921–22	Fourth	1,754	52.2
1922	Graduates	1,633	48.6
1922	Junior Normal	310	9.2

Charts MM and MM-1 place the counties which conduct four-year high schools in the order of the percentage of survival of the pupils from grade to grade for the four-year period, September, 1918—June, 1922, and show the percentage of these pupils which each county sent to the State normal schools in September, 1922. Chart NN arranges the counties in the order of the per cent of their 1922 graduates, girls and boys, who entered the State normal schools in September, 1922. These tabulations, made this year for the first time, will prove instructive in several ways. For example, they will show where survival and persistence are strongest and weakest, stimulate inquiry as to causes, and motivate remedial administration. They afford a county the opportunity to study its own performance from year to year, and offer the oppor-

CHART MM

RELATION OF SECOND YEAR ENROLLMENT, 1919-20, THIRD YEAR ENROLLMENT, 1920-21, FOURTH YEAR ENROLLMENT, 1921-22, GRADUATES, 1922, AND NORMAL SCHOOL JUNIORS, FALL OF 1922, TO FIRST YEAR ENROLLMENT, 1918-19, IN APPROVED WHITE HIGH SCHOOLS, BY COUNTIES

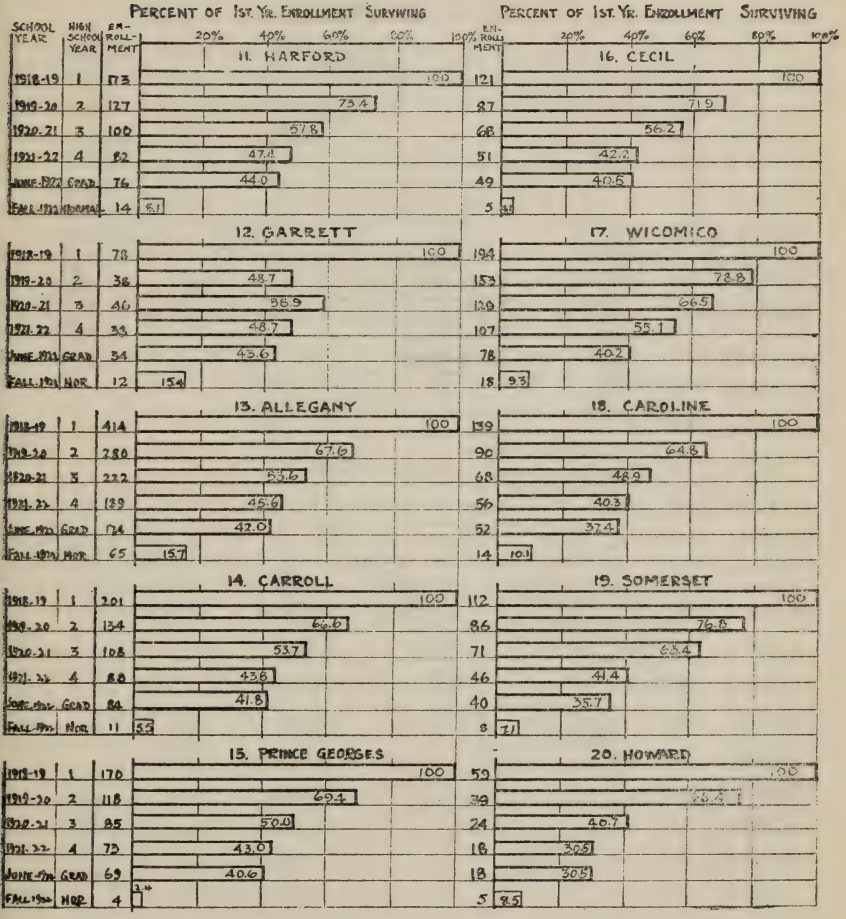


tunity of comparison with other counties similarly placed or conditioned. In brief, they afford to high school administrators a reliable basis for the *scientific study* of the schools under their care.

Since only 27.7 per cent of our girl graduates and 4 per cent of our boy graduates enter the normal schools, it would be worth while to

CHART MM-1

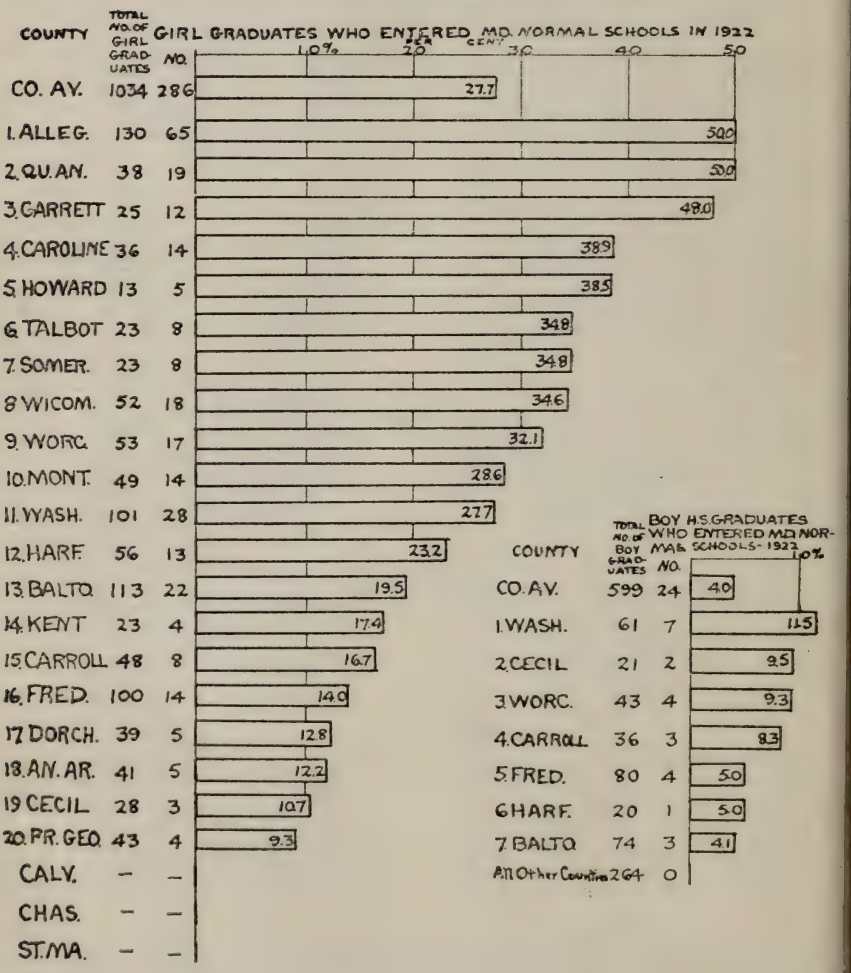
RELATION OF SECOND YEAR ENROLLMENT, 1919-20, THIRD YEAR ENROLLMENT, 1920-21, FOURTH YEAR ENROLLMENT, 1921-22, GRADUATES, 1922, AND NORMAL SCHOOL JUNIORS, FALL OF 1922, TO FIRST YEAR ENROLLMENT, 1918-19, IN APPROVED WHITE HIGH SCHOOLS, BY COUNTIES



follow up and find out what the remainder are doing and whether the courses taken in high school are meeting their needs. One of the most important pieces of work that our school administrators can do is such follow-up inquiry. Carroll County in its annual report this year shows the following distribution of high school graduates:

CHART NN

NUMBER AND PER CENT OF GIRLS AND OF BOYS WHO GRADUATED FROM THE FOUR-YEAR COURSE IN APPROVED WHITE HIGH SCHOOLS WHO ENTERED THE JUNIOR CLASS OF MARYLAND STATE NORMAL SCHOOLS IN THE FALL OF 1922


GIRL GRADUATES WHO ENTERED MD. NORMAL SCHOOLS IN 1922
PER CENT
10% 20 30 40 50
COUNTY
TOTAL NO. OF GIRL GRADUATES
NO.
CO. AV. 1034 286 27.7
1. ALLEG. 130 65 50.0
2. QU. AN. 38 19 50.0
3. GARRETT 25 12 48.0
4. CAROLINE 36 14 38.9
5. HOWARD 13 5 38.5
6. TALBOT 23 8 34.8
7. SOMER. 23 8 34.8
8. WICOM. 52 18 34.6
9. WORC. 53 17 32.1
10. MONT. 49 14 28.6
11. WASH. 101 28 27.7
12. HARF. 56 13 23.2
13. BALTO. 113 22 19.5
14. KENT 23 4 17.4
15. CARROLL 48 8 16.7
16. FRED. 100 14 14.0
17. DORCH. 39 5 12.8
18. AN. AR. 41 5 12.2
19. CECIL 28 3 10.7
20. PR. GEO. 43 4 9.3
CALV. – –
CHAS. – –
ST. MA. – –
BOY H.S. GRADUATES WHO ENTERED MD. NORMAL SCHOOLS - 1922
10%
COUNTY
TOTAL NO. OF BOY GRADUATES
NO.
CO. AV. 599 24 4.0
1. WASH. 61 7 11.5
2. CECIL 21 2 9.5
3. WORC. 43 4 9.3
4. CARROLL 36 3 8.3
5. FRED. 80 4 5.0
6. HARF. 20 1 5.0
7. BALTO. 74 3 4.1
All Other Counties 264 0

	No.	Per Cent.
Towson Normal School	11	12.4
College	37	41.6
Teaching	11	12.4
Employed	16	18.0
Employed at home	6	6.7
Married	2	2.2
Moved Away	1	1.1
Unknown	5	5.6
Total	89	100.0

It would be worth while to know also what type of employment high school graduates are finding.

NUMBER AND DISTRIBUTION OF WHITE HIGH SCHOOL TEACHERS (CHART F, P. 23.)

The number of teachers employed in the white high schools of the counties in 1921-1922 was 629. Of these, Allegany had 67, the largest number, out of 363 white teaching positions in the county, and St. Mary's had none among 62 white teachers. A study of this chart reveals the fact that Allegany's high school teachers constitute over 18% of the white teaching force of the county; Frederick's nearly 18%; Baltimore County's constitute less than 16%; and Washington's, just over 12%.

EXPERIENCE OF HIGH SCHOOL PRINCIPALS AND TEACHERS (TABLE 46)

The pressing need for teachers of experience is manifested in Table 46. Among other facts, these stand out:

1. One sixth of our teachers have had no experience.
2. One third have had less than two years' experience.
3. One half, almost, have had less than four years' experience.
4. Three fourths, nearly, have had less than nine years' experience.

As a group, they are a comparatively young staff, who have had a brief training in modern principles, but who lack teaching technique and experience.

TABLE 46

EXPERIENCE OF WHITE HIGH SCHOOL PRINCIPALS AND TEACHERS AS REPORTED IN OCTOBER, 1921.

Years of Experience	No. of Teachers	Per Cent	Cumulative Per Cent
0	101	16.3	...
1	95	15.2	16.3
2	59	9.5	31.5
3	43	6.9	41.0
0- 3	298	47.9	47.9
4- 8	157	25.2	73.1
9-13	69	11.1	84.2
14-18	27	4.3	88.5
19-23	18	2.9	91.4
24-28	15	2.4	93.8
29-33	14	2.3	96.1
34 and Over	16	2.6	98.7
Unknown	8	1.3	100.0
Total	622	100.0	

SEX OF HIGH SCHOOL TEACHERS (WHITE)

Talbe No. 47 illustrates a well-known but regrettable fact in all public schools—that a preponderating number of our teachers are women. The per cent of men to the whole number of high school teachers in Maryland ranges from 16 in Baltimore County to 100 in Calvert County, with an average for the counties of 36.9, which is somewhat above the average of the United States as a whole (34.6) in 1917-1918. That was the year, however, of the selective draft of the U. S. Army; we are, therefore, probably somewhat below the present national average. The outstanding fact in this connection, however, is that we need to induce more young men of high ability to come into high school work as a life profession; and it is believed that, as a result of the liberal Maryland School Law of 1922, every succeeding year will show gains in this direction in Maryland. Certainly, in view of those social activities of the high school that are best managed by men, we ought to work towards a possible ideal of equal numbers of men and women teachers—to say nothing of the influence which a fairly equal number of trained men and women teachers should exercise upon groups of adolescents as a factor in their preparation for life. The girls, as well as the boys, need some men teachers not so much to prevent the mythical "feminization" of the high school as to get the masculine viewpoint of the world they are going to live and work in.

TABLE 47

SEX OF WHITE HIGH SCHOOL TEACHERS, 1921-22

County	Per Cent of Total White High School Teachers who are Men	County	Per Cent of Total White High School Teachers who are Men
County Average	36.9	Wicomico	36.4
		Harford	36.7
Baltimore	16.1	Prince George's	37.2
Charles	25.0	Allegany	37.3
Somerset	27.8	Dorchester	39.1
Carroll	33.3	Kent	40.0
Cecil	33.3	Howard	41.7
Caroline	33.3	Talbot	43.0
Montgomery	33.3	Garrett	44.5
Queen Anne's	33.3	Frederick	48.2
Worcester	34.2	Washington	62.2
Anne Arundel	35.0	Calvert	100.0

THE TRAINING OF HIGH SCHOOL TEACHERS

Of the various factors that contribute principally to success in high school teaching, adequate training would seem to be fully as important as experience. In fact, the interesting study made a few years ago by Thorndike in his endeavor to find some method of measuring teaching efficiency in high schools led him to conclude that length of experience is not an important factor after the first few years. He says, "So far as the data go, they support the hypothesis that the full effect of experience on teaching efficiency is reached in three years." (See Bulletin of U. S. Bureau of Education, No. 4, 1909.)

The greatest hope for the improvement of our high schools lies in the introduction of a comparatively new factor as powerful, at least, as any other previously existing or recognized by public opinion, to wit,—the professionally trained teacher specially fitted for secondary work. It is a happy augury for the future that serious consideration is now being given by departments of education in our local colleges as well as by teachers' colleges everywhere to scientific methods of training teachers for secondary schools.

Dean Russell says: "Present conditions seem to indicate at least four qualities preeminently desired in the high school teacher: (1) general knowledge, (2) professional knowledge, (3) special knowledge, and (4) skill in teaching.

First, general knowledge. By the provisions of our state law governing the qualifications of high school teachers, the degree of scholarship required for secondary teachers in Maryland is fixed at a collegiate education. This qualification seems reasonable enough. The general culture implied in four years of training in advance of the grades to be taught is surely a minimum requirement for every appli-

cant for a regular high school teacher's certificate. The high school teacher must have a world-view of sufficient breadth to justify him in attempting the training of youth for the full duties and responsibilities of citizenship in our complex twentieth-century civilization. He must have an understanding of related subjects sufficient to enable him to teach his own subject in a scientific manner. As Dean Russell well points out: "There are relationships everywhere existing in the various spheres of knowledge,—a unity pervading all knowledge,—and the inspiring influence that comes from well developed manhood and womanhood trained to see this unity and these relationships is an influence that the secondary school can ill afford to neglect."

Second, professional knowledge. Liberal culture alone is not sufficient to insure success as a high school teacher. Indeed, the lack of special knowledge and of educational interests in the average college graduate has had great weight in promoting the popular tendency to discredit a liberal education as an essential prerequisite to work in the secondary schools. At the same time, the hearsay that "anyone can teach, provided he knows the subject matter" has done much to plague teachers and teaching and to retard educational progress. This fallacy is, indeed, a negation of all professional aspirations. It disregards the human materials with which the teacher must deal. By placing the entire emphasis on the acquisition of subject matter, the fatal tendency to think more of the subject than of the pupils is promoted. One may know the facts of the subject thoroughly, but may not know how to use that subject as a means of educating the pupil. It is what goes on in the mind of the learner that educates him. Some of the most pronounced failures among high school teachers are those who know their subject matter thoroughly. The high school teacher must be able to view his own subject and the entire course of instruction in its relations to the child and to society, of which the child is a part. "He must know the nature of mind; he must understand the process of learning, the formation of ideals, the development of will, and the growth of character. He needs particularly to know the psychology of the adolescent period—that stormy period in which the individual becomes self-conscious and struggles to express his own personality—he also needs to know the nature of man as a social being." The professional equipment of a high school teacher should include also a knowledge of the history of education, of school economy and hygiene, and the organization, supervision, and management of school systems here and abroad.

Third, special knowledge. The section of our State school law which fixes the minimum academic preparation for a high school teacher at graduation from a standard college or university contains also the wise proviso "that during their college course at least two high school subjects must have been continuously pursued for two years." The policy of certificating teachers in the particular subject or subjects in which they have "majored" or specialized seems also

to be a rational safeguard against poor and inefficient instruction. "A teacher with nothing to teach is an anomaly that needs no explanation. That knowledge is next to nothing which must be bolstered up by midnight study to hide its defects from a high school class. Special scholarship is an absolute necessity in the qualifications for secondary teaching. Without it, the teacher becomes a slave to textbooks; his work degenerates into formal routine with no life, no spirit, no educative power, because he knows no better way." Neither a college education nor any number of summer courses in general or special method can replace that "solid substratum of genuine scholarship on which all true secondary education rests."

It seems expedient at this point to suggest to the county superintendent the exercise of special care and forethought in the employment of high school teachers to fill vacancies. He should in all cases know just what subjects are to be taught by the applicant and should make specific inquiry in each case as to the extent of the special training of the applicant in the particular subject or subjects needed, and should ascertain whether the applicant holds the certificate entitling him to teach these subjects. It is a sad misfortune to any high school or county school system to have inflicted upon it a high school teacher who lacks the necessary academic knowledge to teach his subject acceptably, and to the pupils it is more than a misfortune,—it is a tragedy. As a college education does not necessarily give any remarkable degree of special knowledge, it seems not amiss to advise high school teachers contemplating summer courses to take at each summer school attended one strictly subject-matter course.

Fourth, skill in teaching. The technical ability to teach is of course largely dependent on the qualities previously mentioned, or, to put it in another way, all of these qualities or characteristics are interdependent. The tendency of the public is to base judgment on the relatively non-essential, as for example, ability to maintain order, to get work out of the pupils, etc. The real teacher is he who (1) has a clear conception of the function of his subject in contributing to the development of the adolescent boy or girl, (2) knows what mental processes should be carried on within the mind of the learner in attempting to master the subject matter that is to be presented, (3) knows how to choose effective devices in presenting the subject matter, and (4) knows what teaching acts to put forth and how to put them forth effectively in employing these devices. The technique of teaching is a product of all these factors considered in the order named.

The most noticeable shortcoming of our inexperienced teachers is that they are often deficient in many details of classroom technique and are to this extent unsuccessful as teachers. Conspicuous skill in actual classroom teaching is found for the most part only in teachers of ripe experience who have developed their proficiency largely by the "trial and error" method. Too often, our young teachers, fresh from their courses of education at our local colleges, are found to be lacking in

ability in the mechanics of classroom management and in applying the principles of teaching they have studied in college. It seems reasonable to conclude from the facts as they have been observed that the cause of these failures is a lack of a judicious combination of theory *and practice* in the courses available in departments of education at our various colleges. Attention is called to the clause in our State requirements for high school teachers' certificates which provides for a minimum of two hundred recitation hours of instruction in education, "including the aims of secondary education and the methods of *observation and practice teaching* of secondary school subjects."

The paramount need today in the training of high school teachers is more, and more practical, study of actual teaching situations. "An ample knowledge of theory and application of theory must be brought together and kept together through a sufficient length of time, so that both may be mastered and become automatic in the thinking and doing of the teacher." In each college offering courses in education, there should be provided for the prospective teacher the opportunity to spend, in addition to his academic and laboratory study of education courses, a minimum of from twenty to thirty recitation hours in the educational laboratory, studying and applying the principles of teaching. Of these twenty to thirty hours, at least twelve recitation hours should be given to each student for *actual practice teaching,* under normal conditions in typical Maryland high school situations.

SALARIES OF HIGH SCHOOL TEACHERS

(TABLE 48; CHARTS O, PAGE 52, AND OO, PAGE 133.)

The average salary of the white high school teacher was, this year, $56 more than last year—$1,345 as against $1,289; but the larger salaries provided by the Law of 1922 (See Table 48) will constitute for teachers a further increase of from $200 to $250, and for principals an increase of from $250 to $550, according to length of service and size of school, in counties which pay only the minimum salary required.

Eight counties show decreases, though only slight ones, compared with 1920-1921. In these cases it became necessary to employ a larger number of inexperienced (beginning) or of provisional teachers. The range in average salaries is between $990 in Calvert and $1,935 in Baltimore. Charles County ranks second because the U. S. Government pays a large part of the salaries at Indian Head High School. Nine counties paid an average salary of less than $1,200 which is the minimum that can be paid, under the 1922 Law, to teachers who have had one year's experience.

CHART OO

AVERAGE SALARY PER WHITE HIGH SCHOOL TEACHER, BY COUNTIES, 1921 AND 1922

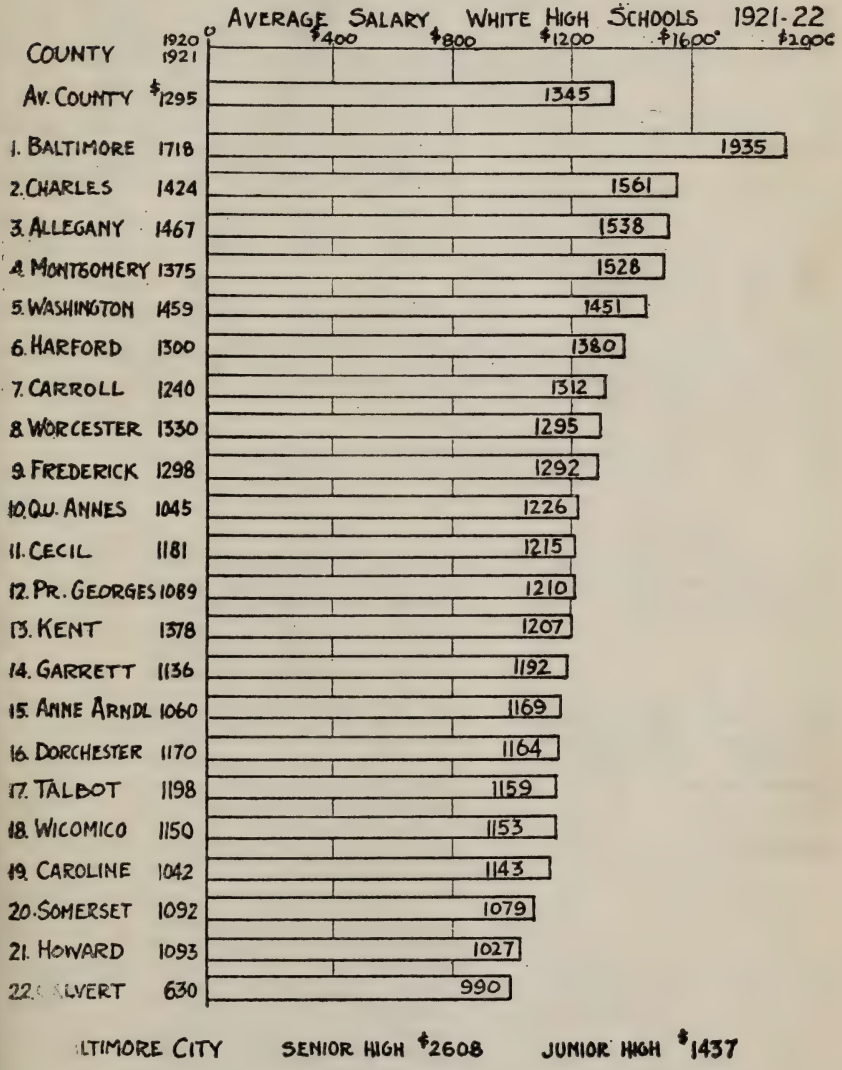


TABLE 48

NEW STATE MINIMUM SALARY SCHEDULE FOR WHITE HIGH SCHOOL TEACHERS
(Former salary schedule in parentheses)

Position	*Years of Experience* 0-1	2-3	4-5	6-7	8+
Regular assistant	$1,150 (900)	$1,200 (950)	$1,250 (1,000)	$1,300 (1,050)	$1,350 (1,150)
Principal third group	1,250 (1,000)	1,300 (1,050)	1,350 (1,100)	1,400 (1,150)	1,450 (1,200)
Principal second group	1,350 (1,100)	1,400 (1,150)	1,450 (1,200)	1,500 (1,250)	1,550 (1,300)
Principal first group	1,550 (1,200)	1,650 (1,300)	1,750 (1,400)	1,850 (1,500)	1,950 (1,600)
Principal first group, five assistants and 100 in attendance	1,750 (1,300)	1,850 (1,400)	1,950 (1,500)	2,050 (1,600)	2,150 (1,700)
Principal first group, nine assistants and 200 in attendance	1,950 (1,400)	2,050 (1,500)	2,150 (1,600)	2,250 (1,700)	2,350 (1,800)

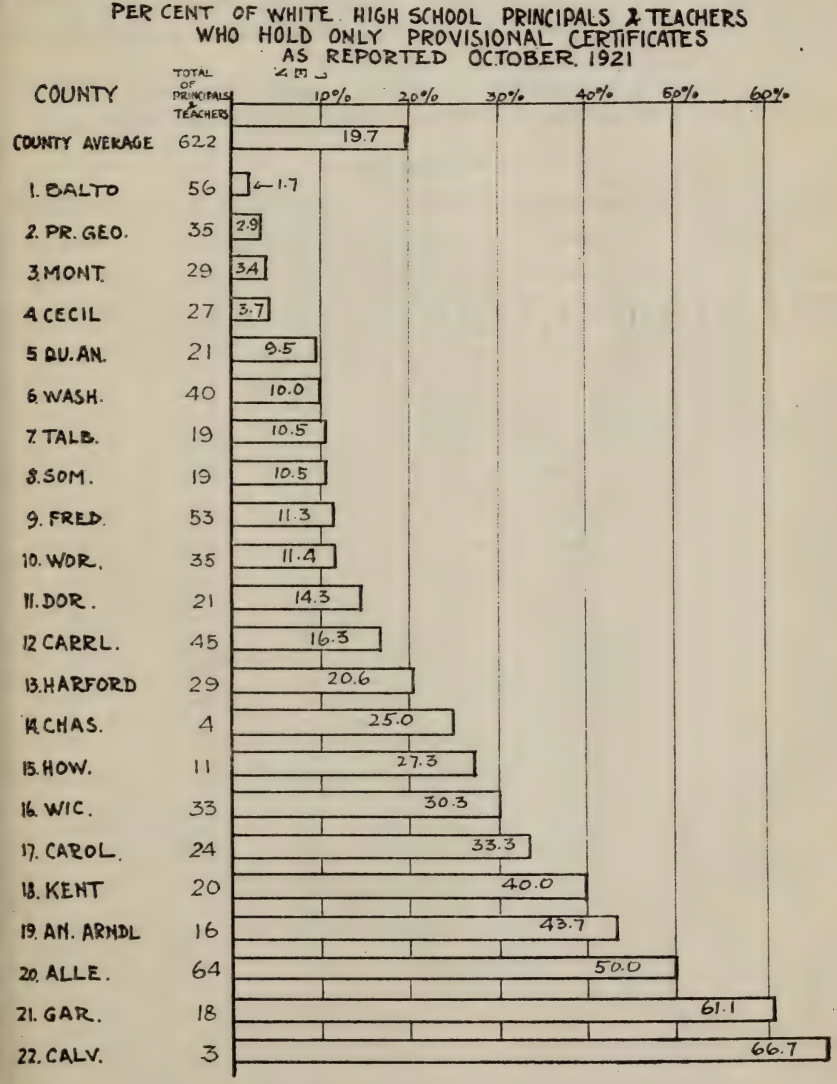
Provisional (emergency) principals and teachers receive $200 ($100) less than the foregoing schedule. Increments with service are compulsory for first class teachers only.

QUALIFICATIONS REQUIRED FOR HIGH SCHOOL STAFF

Position	*Education*	*Teaching Experience*
Academic teacher in first group, or principal of second or third group school.	4 years of high school, college graduation, including study of two high school branches for two years and 200 recitation hours of educational theory applied to secondary schools.	
Junior high academic teacher in second group schoool or teacher or principal of third group school.	4 years of high school, 3 years of college work, 6 semester hours of professional subjects, 6 semester hours of additional professional preparation for renewal.	
Teacher of special branches.	4 years of high school, 2 years in college, one third of which is in academic subjects, two thirds in the special branch, including 200 recitation hours in education.	
Principal of first group school.	4 years of high school, college graduation, 1 year of graduate work, one third in high school branches, two thirds in principles of secondary education.	Two years

CHART PP

PER CENT OF PROVISIONALLY CERTIFICATED TEACHERS IN WHITE HIGH SCHOOLS, BY COUNTIES, OCTOBER, 1921



AVERAGE ATTENDANCE PER TEACHER (CHART QQ)

The average attendance per teacher rose from 15.9 in 1920-21 to 17.5 in 1921-22. Every county except Caroline, Worcester, and Carroll showed an increase in average attendance per teacher.

Six counties averaged fewer than 14 pupils per teacher, all except Carroll being on the Eastern Shore: Kent, Queen Anne's, Worcester, Carroll, Cecil, and Caroline. The figures for individual schools may be found in the tables on pages 270 to 275.

Only 6 counties averaged more than 20 pupils to a teacher—Washington, Calvert, Wicomico, Baltimore, Charles, and Frederick.

TABLE 49

RELATION OF SIZE OF STAFF TO SIZE OF HIGH SCHOOL, 1921-22

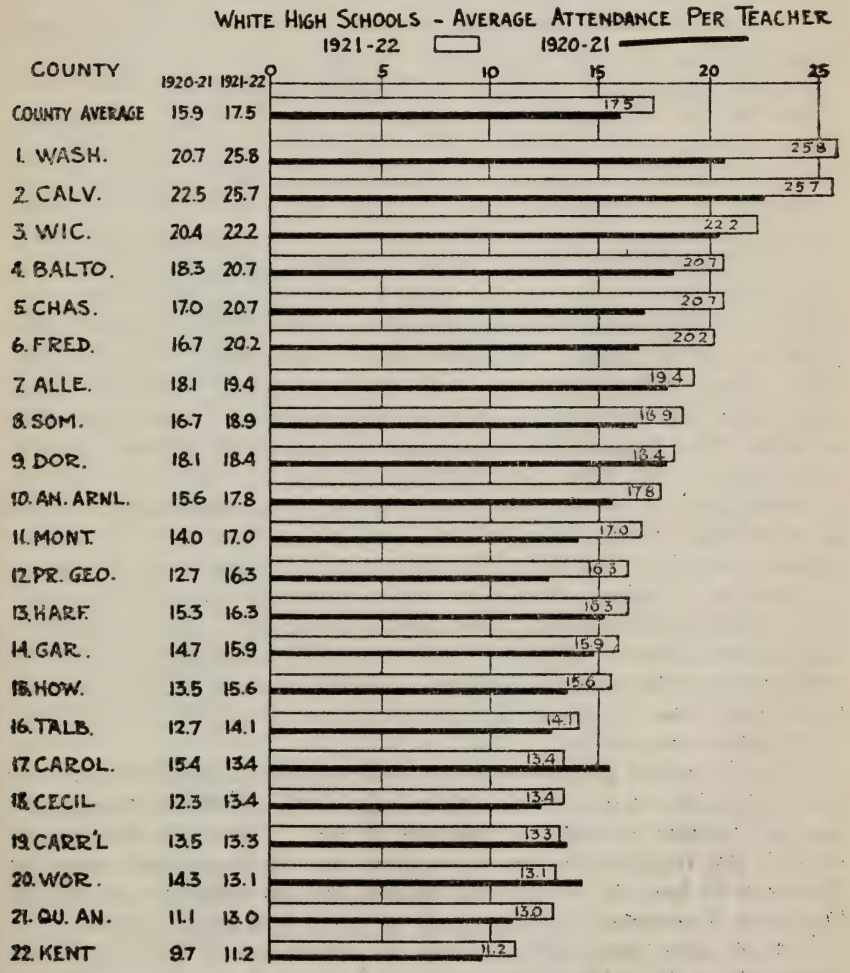
Average Attendance of	FIRST GROUP HIGH SCHOOLS — Number of Teachers																				
	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	Total
26- 40	5	...	1	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	7
41- 50	1	6	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	7
51- 75	5	10	5	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	21
76-100	1	3	1	2	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	7
101-125	...	...	...	2	7	1	1	...	...	...	...	...	...	...	...	...	...	...	...	...	11
126-150	...	...	...	1	1	1	1	...	1	...	...	...	...	...	...	...	...	...	...	...	5
151-175	...	...	...	...	...	2	1	...	...	...	...	...	...	...	...	...	...	...	...	...	3
176-200	...	...	...	...	...	2	...	...	...	...	...	...	...	...	...	...	...	...	...	...	2
201-225	...	...	...	...	...	...	...	2	1	...	...	...	...	...	...	...	...	...	...	...	3
226-250	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	.....
251-275	...	...	...	...	...	...	...	1	...	...	...	...	1	...	...	...	...	...	...	...	2
276-300	...	...	...	...	...	...	...	...	1	1	1	...	...	...	...	...	...	...	...	...	3
301-325	...	...	...	...	...	...	1	1	...	...	1	...	1	...	...	...	...	...	...	...	4
326-350	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...	...	...	...	1
351-375	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	.....
376-400	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	.....
401-425	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	.....
426-450	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	.....
451-475	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...	...	...	...	1
476-500	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	.....
501-525	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	.....
526-550	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	1
Total	12	19	7	7	8	6	4	4	3	1	2	...	2	...	...	2	...	...	...	1	78

Average Attendance per teacher	SECOND GROUP — Number of Teachers				THIRD GROUP — Number of Teachers				COLORED SCHOOLS — Number of Teachers					
	2	3	4	Total	1	2	3	Total	1	2	3	4	5	Total
1- 15	...	...	...	.....	6	...	...	6	...	...	...	...	...	.....
16- 25	5	5	...	10	8	2	1	11	1	1	...	...	...	2
26- 40	10	4	1	15	2	2	...	4	1	...	1	...	...	2
41- 50	1	...	...	1	...	1	...	1	...	1	...	...	1	2
51- 75	...	1	...	1	...	...	...	.....	...	...	...	...	...	.....
76-100	...	...	...	.....	...	...	...	.....	...	...	...	1	...	1
Total	16	10	1	27	16	5	1	22	2	2	1	1	1	7

For individual schools, see pages 270 to 275.

CHART QQ

AVERAGE ATTENDANCE PER TEACHER, IN WHITE HIGH SCHOOLS, BY COUNTIES, 1921 AND 1922



RELATION OF TEACHING STAFF TO ATTENDANCE

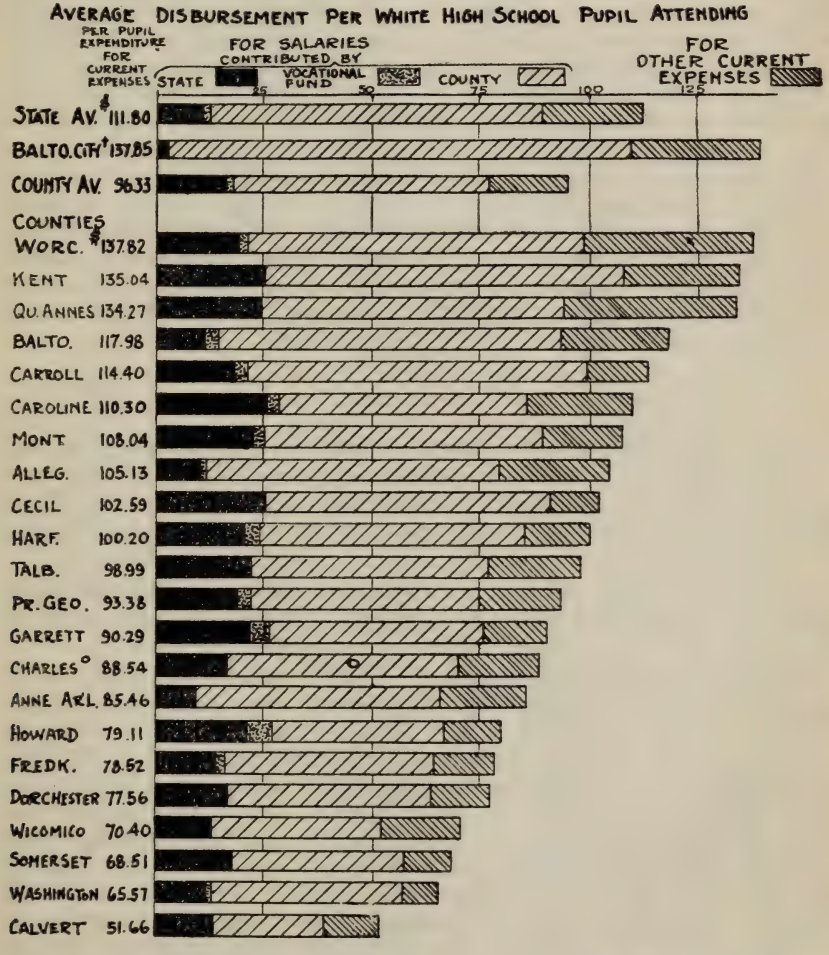
It will be noted (Table No. 49) that the *median* number of pupils attending first group high schools is 90, and that one half of these schools had an attendance of between 57 and 155 pupils. The *average* number of pupils attending is 125, but this higher figure is due to the enrollment in the large towns—Frederick, Hagerstown, Cumberland, Salisbury, and a few others. The significant fact is, that of our 78 first group schools, thirty-eight are attended by fewer than 90 pupils. This explains why our median number of teachers per school is just over 6, though half of the schools have from 4.4 to 8.9 teachers. To put it another way: our schools range from 26 to 550 pupils in attendance, and have from three to twenty-two teachers; but the majority of them (42) are conducted for one hundred pupils or fewer, a fact which is explained by the State's attempt to place high school facilities within the reach of the greatest possible number of children, even though their communities are small ones. Since, of course, the ratio of teachers to pupils must be greater in the small schools of 40 than in the large schools of 500, it is readily seen that our number of teachers per school must be slightly higher than in a system where there are many large high schools. Maryland is a rural state, possessing, outside of Baltimore, only four towns of as many as 8,000 population, and the number of high school teachers necessary is absolutely conditioned by this fact. Nevertheless, this table should prove of great interest and assistance to officials who administer the first group schools. For instance, it will be noted that of the seven schools with an attendance of 26-40, five operate with three teachers, whereas one employs five teachers, another six teachers. Again, of the four schools attended by 301-325 pupils, one employs nine teachers; one, ten teachers; one, thirteen teachers; and another, fifteen teachers. These variations are certainly worthy of study and possibly point to remedial administration, for it seems certain either that some schools of this group are under-staffed or that others are largely over-staffed.

In the 27 second group schools, which range from 30 to 100 pupils in attendance, the *median* number attending is 29.5 and the *average* is 30; and the *median* number of teachers is 2.8. These schools (second group) are required by law to employ two teachers; but several of them are so large as to raise the figures for the entire group, though the range is not nearly so significant as in the first group schools.

The 22 third group schools show an attendance of from twelve to forty-odd pupils and have from one to three teachers. Some of these schools, which are required to employ only one teacher, are taught, in part, by several teachers, who devote the remainder of their time to elementary school classes.

CHART RR

COST, PER PUPIL ATTENDING WHITE HIGH SCHOOLS, FOR SALARIES AND OTHER CURRENT EXPENSE, BY COUNTIES, YEAR ENDED JULY 31, 1922



°Large Amounts Were Contributed to Indian Head High School by the Federal Gov't
*Includes only day senior high schools.
†Includes expenditures for transportation of elementary school pupils.

CAN WE HAVE TOO MANY HIGH SCHOOLS?

Though the democratic policy of equalizing high school facilities and opportunities for all, so far as this may be possible, is to be commended, a word of caution against establishing small high schools in very close proximity to one another may not be inappropriate. For two reasons, such a procedure may prove inexpedient and unwise. First, it will likely prove expensive, causing the per capita cost for high school education in a county to rise above normal or average figures. Second (and this is obviously more important), it may in the end operate to the educational disadvantage of the children affected. By providing transportation, for instance, a good, well-organized first-group high school may, at moderate expense, be utilized, to serve better the children of high school age in a section embraced within a radius of five or six miles from the school than can two or more small schools. Of the 85 pupils enrolled this year in the Sudlersville High School (Queen Anne's County), only 8 are residents of the town in which the school is located. The advantages, academic and social, that are available at a school of this type, are obviously greater than they could possibly be at a small third-group school located four or five miles away.

EXPENDITURE AND COST PER PUPIL (TABLE 50, CHART RR)

Expenditures on the county high schools this year amounted to over a million dollars for current expenses, and to an additional four hundred thousand for buildings. The average per pupil cost fell from $104.75 last year to $96.33 this year, largely because of the increase in attendance. (For individual schools, see pages 270 to 275.)

Worcester,† Kent, and Queen Anne's each spent over $130 per pupil, which is too high, and is due to an excessive number of teachers, or to large amounts for operation, maintenance, and transportation.†

The State contributed towards the cost of salaries per pupil in the counties an average of $16.20, and the Federal Vocational Fund furnished $1.59, a total of $17.79, which amounts together include not quite a fourth of the average expenditure per pupil for salaries ($76.85). The amount contributed from the State High School Fund varies from $8.94 in Anne Arundel to $25.09 in Kent.* The largest amount per pupil attending contributed to any of the counties participating in the Vocational Fund was $5.65, which went to Howard; and the smallest amount, which went to Allegany, was 78 cents. However, when the number of pupils enrolled in vocational courses only is considered, the

†Worcester County charged against its high schools all of the costs for transportation in the county, although large numbers of elementary pupils were transported with the high school pupils in the same conveyances at the same time. This shows the cost per high school pupil in Worcester to be higher than it actually is.

*Reference to Table 40 will show that this variation arises from the fact that State aid for the first six teachers in a high school ranged from $600.00 to $300.00 for each teacher, but that aid for each additional teacher after the sixth was only $100.00. Anne Arundel had 404 white high school pupils, and Kent only 258; but Kent's were distributed in five high schools, whereas Anne Arundel's were in only two high schools. (See page 107.)

contribution of the Federal Vocational Fund per white high school pupil in the counties ranges from $15.20 in Garrett to $75 in Caroline, the average allowance for a pupil taking a vocational course being $25.25. Eleven counties provided no vocational course and therefore could receive none of the advantages of the Vocational Fund.

The average county contribution for salaries was $59.06. Kent, the highest county, contributed $82.67 per pupil, while Calvert, at the other end of the list, spent only $25.26 per pupil attending.

TABLE 50

COST PER PUPIL IN AVERAGE ATTENDANCE IN WHITE HIGH SCHOOLS, 1921-1922a

County	Total Per Pupil for Current Expense		Salary Cost Per Pupil Paid by			Cost Per Pupil for			
	1920-1921	1921-1922	State	Vocational Fund	County	Textbooks, Materials and Instruction Other than Salaries	Operation and Maintenance	Auxiliary Agencies	Capital Outlay
State Average	.....	$111.80	$11.05	$0.99	$77.11	$5.69	$14.68	$2.28	$27.79
Baltimore City—Senior High	.....	§137.85	2.41	‡	107.39	4.63	§22.87	0.54	§21.53
County Average	$104.75	96.33	16.20	1.59	59.06	6.34	9.82	3.32	31.85
Worcester	129.63	137.82	19.34	2.09	77.57	8.55	13.51	‖†16.76	0.60
Kent	189.46	135.04	25.09	.....	82.67	5.59	15.74	‖5.95	.....
Queen Anne's	127.35	134.27	24.81	.....	69.91	10.42	25.62	‖3.51	5.93
Baltimore	124.89	117.98	11.75	3.02	78.64	7.28	11.28	+6.01	22.37
Carroll	108.77	114.40	18.08	2.77	78.03	4.00	10.93	0.57	21.14
Caroline	94.95	110.30	25.65	2.48	57.06	8.06	12.80	‖4.25	1.78
Montgomery	113.54	108.04	22.65	2.56	64.73	7.31	10.70	0.09	5.19
Allegany	106.62	105.13	10.67	0.78	67.97	9.73	11.36	‖4.62	118.97
Cecil	118.87	102.59	25.27	.....	65.41	4.66	6.04	1.21	3.71
Harford	99.81	100.20	20.29	3.45	61.07	4.61	10.74	0 04	17.42
Talbot	124.53	98.99	22.28	.....	59.63	6.12	5.12	‖5.84	16.53
Prince George's	107.29	93.38	18.58	3.06	52.56	3.89	11.55	‖3.74	0.96
Garrett	97.98	90.29	21.81	4.52	48.85	5.90	9.26	.....	1.30
Charles	110.20	*88.54	16.37	.....	*58.88	5.17	8.12	.....	3.71
Anne Arundel	91.52	85.46	8.94	.....	56.94	9.82	8.54	1.22	0.06
Howard	92.78	79.11	20.82	5.65	39.43	3.65	8.01	1.55	239.05
Frederick	97.09	78.52	14.19	1.72	48.06	4.61	6 59	‖2.44	51.07
Dorchester	79.53	77.56	16.23	.....	46.96	4.40	9.97	.....	.....
Wicomico	74.73	70.40	12.60	.....	39.26	6.42	8.58	‖3.54	2.68
Somerset	85.74	68.57	17.57	.....	39.60	4.79	6.61	.....	3.16
Washington	87.69	65.57	11.54	0.90	43.74	4 81	4.56	0.02	0.10
Calvert	38.87	51.66	13.20	.....	25.26	5.06	8.14	.....	22.37

a For details by individual schools, see Tables XXIII, pages 270 and 275.

*Of this amount, $52.86 was contributed by the Federal Government for Indian Head High School.

†Includes expenditure for transportation of elementary pupils.

‡Vocational School and Evening Schools not included here.

§Maintenance and capital outlay, estimated.

+Health and transportation.

‖Chiefly transportation.

TABLE 51

AID PER PUPIL ENROLLED IN VOCATIONAL COURSES IN COUNTY HIGH SCHOOLS FROM FEDERAL VOCATIONAL FUND, 1921-1922

	No. of White Pupils Taking Vocational Courses in Counties	Amount of Aid from Federal Vocational Fund	Federal Aid Per Pupil
Baltimore	63	$3,496.06	$55.50
Frederick	110	1,875.97	17.05
Prince George's	90	1,750.00	19.44
Harford	75	1,657.49	22.20
Carroll	68	1,637.50	24.09
Garrett	85	1,291.48	15.20
Howard	40	1,057.16	26.43
Montgomery	39	1,045.33	25.80
Worcester	61	1,039.99	17.04
Allegany	33	1,008.00	30.54
Washington	20	883.33	44.17
Caroline	11	825.00	75.00
Talbot	...	.....	.....
Queen Anne's	...	.....	.....
Cecil	...	.....	.....
Anne Arundel	...	.....	.....
Calvert	...	.....	.....
Charles	...	.....	.....
Dorchester	...	.....	.....
Kent	...	.....	.....
St. Mary's	...	.....	.....
Somerset	...	.....	.....
Wicomico	...	.....	.....
Total	695	$17,567.31	$25.25

For further details by schools, see pages 270 to 281, and Mr. Dimmitt's report, pages 147 to 157.

For textbooks, materials, and other costs of instruction, the average expenditure per pupil was $6.34. Counties that spent most for them were Queen Anne's ($10.42), Anne Arundel ($9.82), Allegany ($9.73), Worcester ($8.55), and Caroline ($8.06) per pupil. The counties that spent less than $4.50 per pupil were Howard ($3.65), Prince George's ($3.89), Carroll ($4.00), and Dorchester ($4.40).

For operation and maintenance, the average expenditure was $9.82. Washington, however, spent only $4.56; Talbot, $5.12; Cecil, $6.04; Frederick, $6.50; and Somerset, $6.61.

On auxiliary agencies, including chiefly transportation and health, Worcester* led last year with an expenditure of $16.76 per pupil; Kent, Talbot, Allegany, and Caroline each spent for this purpose somewhat more than $4.00 per pupil. Baltimore County spent $6.00 per pupil for transportation and health. Since several counties spent nothing for these purposes the average for the counties was $3.32.

Provision of high school buildings and new equipment was made in Howard, Allegany, Baltimore, Carroll, Calvert, Harford, Frederick, and Talbot counties.

* The report from Worcester county included all expenditures for transportation under high schools whether the expenditure was made for elementary or high school pupils. This makes the cost per pupil in high schools higher than it actually was.

THE WORK OF THE HIGH SCHOOL SUPERVISORS

In addition to their formal inspectional duties, the high school supervisors visited professionally every one of the schools at least twice, many of them three times, and a few oftener. That the professional supervision was thus more adequate than in any previous year was due to the engagement of an additional man in the high school field (the District Supervisor of High Schools) working principally in the Eastern Shore counties. The work of the supervisors embraces class visiting; conferences with teachers and principals; attendance at faculty meetings, where strictly professional topics are discussed; attendance at the regular meetings of the county high school teachers; organizing and conducting the regional conferences of high school principals; preparing bulletins of the State Department for the high school field (eight were published in September, 1921, and an Administration Bulletin is now in press); attendance at community meetings, patrons' clubs, and local gatherings dealing with the improvement of high school instruction.

The supervisors are in the high schools from Monday morning until Friday night of almost every school week, and frequently conduct teachers' meetings on Saturdays. In every county of Maryland the high school teachers have definite plans for their professional meetings, the work for 1921-1922, for example, having centered about a series of demonstration lessons given before the high school teachers of each county by one of their number, and the critiques immediately following. Both of the supervisors attend these meetings, and one of them usually conducts the critique. Other subjects that have been studied in the county groups are Questioning, the Lesson Plan, and the professional evaluation of high school text books.

At the Principals' conferences, each of which is attended by the principals of from three to five counties, and of which from six to eight are held annually, the discussion is limited to certain outstanding features of the principal's job—administrative and professional—as distinguished from that of the teacher.

Typical programs of meetings of both these groups may be found in the High School Administration bulletin, which may be obtained upon request from the State Department of Education, Baltimore.

VOCATIONAL EDUCATION

ROY DIMMITT, *Supervisor*

During 1921-1922 the vocational program affected a total enrollment of 2,240 pupils, exclusive of those taking teacher-training and foremanship courses. This enrollment was distributed among 18 schools offering agriculture; 12 evening schools offering 44 courses along industrial lines; 3 part-time schools; 1 trade school; and 8 schools with vocational home economics courses.

A co-operative arrangement with the University of Maryland permits of using the heads of the teacher-training departments of agriculture and home economics for the supervision of these subjects in the high schools of the State.

Previously, the State appropriation was sufficient for administrative purposes only. The last legislature, however, increased the annual appropriation for vocational education by $10,000, thus making the total for this purpose $15,000 a year. This larger fund will enable the State Department of Education to lend greater financial encouragement to the work than has hitherto been possible. The county boards may now be offered a State as well as a Federal subsidy.

In Maryland, the growth of vocational work, since its inauguration in 1917, has been gradual, but uninterrupted. In 1921-22, the total expenditure for salaries of vocational teachers in the counties and Baltimore City was $90,794.47, an increase over the previous year of nearly $12,000, or 15 per cent. This work is, of course, entirely optional with the counties. It is rather significant, therefore, that in 1920-1921, each of eight counties, or one third of the counties of the State, expended for salaries of all their teachers approximately the same amount as the vocational teachers of the whole State were paid. The amount of salary expenditures for vocational education in the year 1921-1922 was greater than the entire disbursements for public education in each of three counties during 1921.

A considerable part of the money spent for vocational education in Maryland comes from without the State. Of the total amount expended in 1921-22, nearly one half—$40,969.10—was allotted to the State under the Federal Vocational Education Act (Smith-Hughes Act). These appropriations will increase gradually up to the year 1926, when, and annually thereafter, the allotment to Maryland will be $96,052.46. The following table shows the total annual appropriations from the Federal Government, and the distribution of them for the several kinds of work. (Table A.)

TABLE A—FEDERAL ALLOTMENT TO THE STATE OF MARYLAND FOR VOCATIONAL EDUCATION UNDER THE SMITH-HUGHES ACT

Year	Total	Agriculture	Industry and Home Economics	Teacher Training
1921-1922	$54,911.47	$16,931.89	$24.209.09	$13,770.49
1922-1923	61,768.31	19,753.88	28,243.94	13,770.49
1923-1924	68,625.14	22,575.86	32,278.79	13,770.49
1924-1925	82,338.79	28,219.82	40,348.48	13,770.49
1925-1926 and annually thereafter..	96,052.46	33,863.79	48,418.18	13,770.49

In order to develop a well-rounded program of vocational education, certain portions of the fund available are allotted for specific purposes. This restriction is intended as a safeguard, to insure a reasonable development in the several lines of work, and to discourage a one-sided program. The regulations prevent, for example, the placing of the entire emphasis on trade schools of the all-day type, to the exclusion of continuation schools. One third of the trade and industrial fund is designated for part-time instruction, and can be used for no other purpose. A maximum of 20 per cent. of this same fund may be used for home economics, though this is not mandatory.

Of the total amount which may be received from Federal resources when the fund reaches its maximum, about 50 per cent. is allotted to industrial education and home economics; 34 per cent. to agriculture, and 16 per cent. to teacher-training. For the year 1922-23, Maryland will receive $61,768.31, of which $19,753.88 will go to agriculture, $28,243.94 to industrial work, and $13,770.49 to the training of teachers for the three kinds of instruction. The following table shows in further detail the maximum and minimum allotments for the industrial and teacher training work.

TABLE B

Agriculture in Secondary Schools	$19,753.86	
Industrial Fund	$28,243.94	
Maxiumum for Day and Evening Industrial Classes		$13,180.51
Minimum for Part-time Industrial Instruction (33 1-3%)		9,414.65
Maximum for Home Economics Instruction (20%)		5,648.78
Teacher Training Fund	$13,770.49	
For Supervision and Teacher Training:		
Agriculture Minimum (20%) $2,754.10; Maximum (60%)		$8,262.29
Industrial Education Minimum (20%) 2,754.10; Maximum (60%)		8,262.29
Home Economics Minimum (20%) 2,754.10; Maximum (60%)		8,262.29
Supervision, Maximum for any one (15%)		2,065.57
Total Fund	$61,768.31	

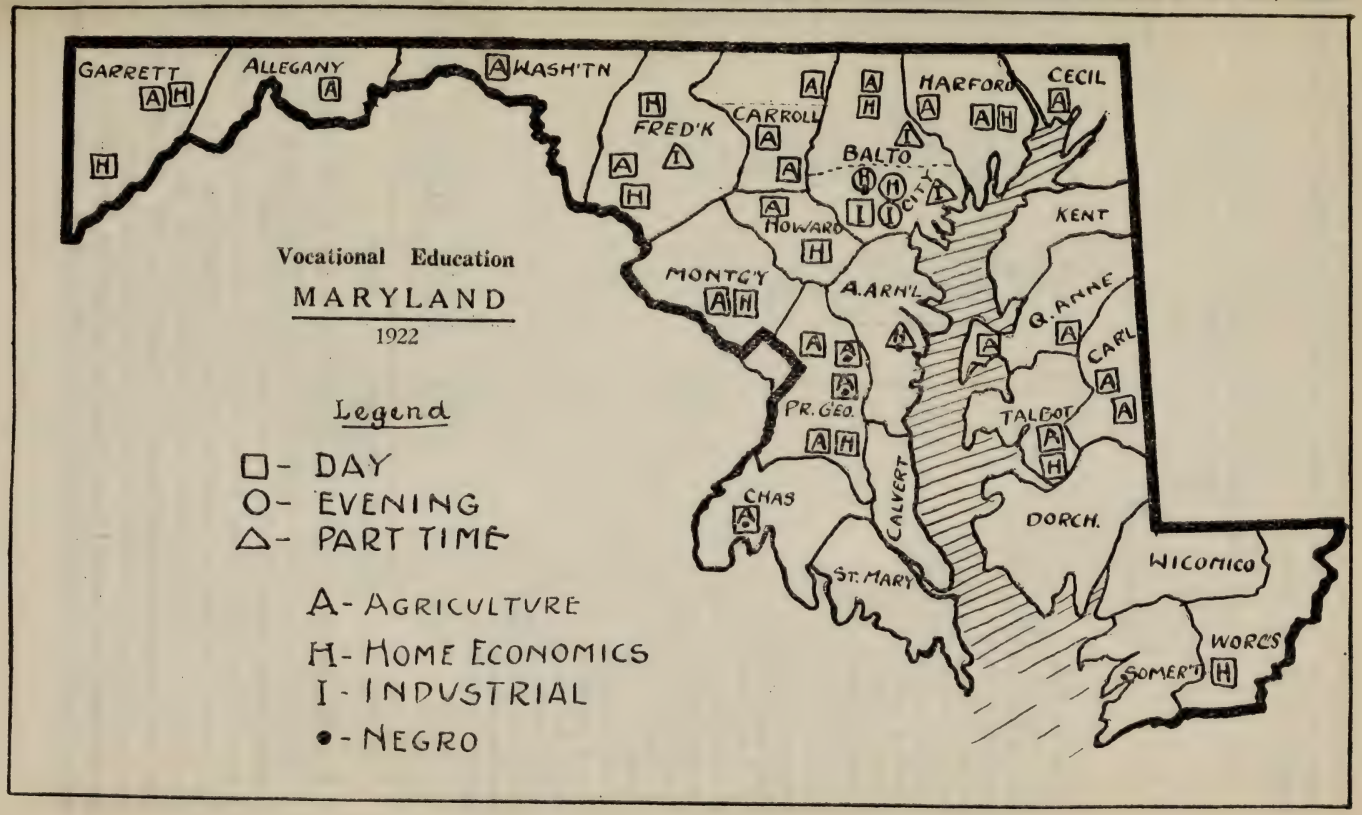
THE WORK IN MARYLAND

During the year 2,240 pupils in Maryland received vocational instruction. This is the equivalent of approximately one sixth of the entire high school enrollment of the State, outside of Baltimore City. The number of pupils reached is rather encouraging, when it is recalled that such work has been in operation in the State for only five years.

Of the counties, Baltimore County made the largest expenditures, while Baltimore City had the most varied program. All but six counties in the State are participating, to a greater or less extent, in vocational education. The Eastern Shore has made a very substantial beginning along this line, and in some sections the work has become quite popular. By the close of 1921-22, three counties which had not previously offered vocational work—Cecil, Queen Anne's, and Talbot—had made arrangements for providing vocational agricultural work in 1922-23. This work is now in operation. All the counties on the Western Shore, except Calvert and St. Mary's, give vocational training.

All the types of instruction which have developed in the national program, except that of industrial rehabilitation, are now in operation in Maryland.

LOCATION OF SCHOOLS HAVING VOCATIONAL DEPARTMENTS, BY COUNTIES, YEAR ENDED JULY 31, 1922



The following table accounts for expenditures on salaries only, and shows to what extent the various centers have, during the year, taken advantage of the work.

TABLE C—TOTAL EXPENDITURES BY COUNTIES OR INSTITUTIONS, 1921-1922

CENTERS	Local	Federal	Total Vocational Salaries
Baltimore City	$19,362.42	$11,938.58	$31,301.00
University of Maryland	7,625.09	7,625.09	15,250.18
State Department of Education	4,436.87	3,032.53	7,469.40
Baltimore County	3,496.06	3,496.06	6,992.12
Frederick County	1,904.03	1,875.97	3,780.00
Prince George's County	1,863.34	1,863.34	3,726.68
Harford County	1,657.51	1,657.49	3,315.00
Carroll County	1,637.50	1,637.50	3,275.00
Garrett County	1,291.48	1,291.48	2,582.96
Howard County	1,057.16	1,057.16	2,114.32
Montgomery County	1,045.33	1,045.33	2,090.66
Worcester County	1,040.00	1,039.99	2,079.99
Allegany County	1,008.00	1,008.00	2,016.00
Washington County	883.33	883.33	1,766.66
Caroline County	825.00	825.00	1,650.00
Bowie State Normal School	304.00	304.00	608.00
Charles County	250.00	250.00	500.00
Anne Arundel County	138.25	138.25	276.50
St. Mary's County	.....	.....	.....
Wicomico County	.....	.....	.....
Calvert County	.....	.....	.....
Cecil County*	.....	.....	.....
Dorchester County	.....	.....	.....
Kent County	.....	.....	.....
Queen Anne's County*	.....	.....	.....
Somerset County	.....	.....	.....
Talbot County*	.....	.....	.....
Total	$49,825.37	$40,969.10	$90,794.47

*Note: Vocational instruction has been inaugurated for 1922-23.

The distribution of this total of $90,794.47 among the different types of instruction is almost uniform. While $55,000 was available from Federal funds, only $41,000 was expended. This was due to the restrictions relative to part-time work, which the county superintendents and Baltimore City have not seen fit to utilize to any great extent. A portion of the agricultural fund was also unexpended, because of the fact that local superintendents failed to include in their budgets items to match this fund. Several of the counties not now participating in the agricultural fund would have done so, except for the difficulty of providing local funds without handicapping the work in general education.

The distribution as to type of instruction, as well as the sources of the funds, is shown in the following table.

TABLE D—SOURCES AND EXPENDITURES OF VOCATIONAL FUNDS IN MARYLAND FOR 1921-22

Type of Instruction	Federal Allotment	EXPENDITURES		
		From Local and State Funds	From Federal Funds	Total
Agriculture	$16,931.89	$11,603.86	$11,603.84	$23,207.70
Industrial Schools:				
Day and Evening	11,297.58	13,815.92	11,297.58	25,113.50
Part-time	8,069.70	2,568.25	2,568.25	5,136.50
Vocational Home Economics	4,841.81	9,775.37	4,841.81	14.617.18
Teacher Training and Supervision				
of Agriculture	4,590.16	3,365.92	3,283.63	6,649.55
of Industrial Work	4,590.17	5,267.53	3,945.47	9,213.00
of Home Economics	4,590.16	3,428.52	3,428.52	6,857.04
Totals	$54,911.47	$49,825.37	$40,969.10	$90,794.47

TYPES OF SCHOOLS

In addition to the various types of instruction, such as agriculture, home economics, and industrial education, the Maryland State plan, as submitted to the Federal Board, provides for different types of schools in any of the above subjects. These types are the all-day, evening, part-time, and teacher-training schools. Naturally the day school has received most consideration. This is due to the fact that school administrators are in the habit of thinking of schools as of the day type. In a vocational program, however, this is not the logical thing. Evening schools and schools of the continuation type, for persons who have entered employment, should be emphasized to a greater extent in Maryland than heretofore. The use of each of these types of school in Maryland during 1921-22 is indicated in the following table. (Table E.)

While the amount spent for teacher-training seems large, it must be borne in mind that this sum covers three lines of work and includes also the supervision expenses for each of the three kinds—agriculture, home economics, and industrial training.

TABLE E—DISTRIBUTION OF EXPENDITURES BY SUBJECTS AND TYPES OF SCHOOLS FOR 1921-22

Type of School	Agriculture		Industry		Home Economics		Total
	Local	Federal	Local	Federal	Local	Federal	
Day Schools	$11,603.86	$11,603.84	$11,081.17	$8,562.83	$4,868.87	$4,840.81	$52,561.38
Evening Schools	.....	.....	2,734.75	2,734.75	4,906.50	1.00	10,377.00
Part-time Schools	.....	.....	2,568.25	2,568.25	.....	.....	5,136.50
Teacher Training and Supervision	3,365.92	3,283.63	5,267.53	3,945.47	3,428.52	3,428.52	22,719.59
Totals.	$14,969.78	$14,887.47	$21,651.70	$17,811.30	$13,203.89	$8,270.33	$90,794.47

VOCATIONAL AGRICULTURE

The number of departments of vocational agriculture has remained approximately the same as during the previous year, though the schools are not exactly the same. Some have been dropped from the list of schools giving approved courses in vocational agriculture, because of failure to meet the proper standards, and some new schools have been added. The enrollment has increased 14 per cent, registering 394 pupils. The total salary expenditure was $23,207.70, of which one half, or $11,603.84, was returned to the county boards in the form of reimbursements.

The quality of instruction and the quality of equipment have been improved. In several cases new laboratory facilities have been provided. Job analyses and the job method of approach were emphasized, together with the requirement of project records and cost accounts as a preparation for job management in farming.

Publications included 31 form letters or special circulars to teachers on such subjects as "Yearly Outline of Work by Jobs," "Farm Enterprise Analyses," "Equipment Lists," etc.

Although no exact data on the service rendered by agricultural teachers to their respective communities are available, the teachers took part in grange work, community fairs, parent teacher associations, agricultural societies, and horticultural and livestock exhibits.

Below is a list of the schools having agricultural departments in 1921-22, together with the expenditures for salaries, and the enrollment.

TABLE F—VOCATIONAL AGRICULTURE—EXPENDITURES FOR SALARIES BY INDIVIDUAL SCHOOLS, 1921-22

School	County	Enrollment	Local Funds	Federal Funds	Expenditures for Salaries	
					Total	Per Pupil
WHITE						
Baden	Prince George's	18	$525.00	$525.00	$1,050.00	$58.40
Clarksville	Howard	17	607.16	607.16	1,214.32	71.38
Clearspring	Washington	20	883.33	883.33	1,766.66	88.33
Flintstone	Allegany	33	1,008.00	1,008.00	2,016.00	61.10
Gaithersburg	Montgomery	20	612.00	612.00	1,224.00	60.20
Grantsville	Garrett	12	499.97	499.96	999.93	83.33
Hampstead	Carroll	24	450.00	450.00	900.00	37.50
Highland (Street)	Harford	47	1,050.00	1,050.00	2,100.00	44.70
Hyattsville	Prince George's	32	700.00	700.00	1,400.00	43.75
Jarrettsville	Harford	29	607.49	607.49	1,214.98	41.18
Middletown	Frederick	31	1,050.00	1,050.00	2,100.00	67.70
Mt. Airy	Carroll	16	787.50	787.50	1,575.00	98.50
Ridgely	Caroline	20	825.00	825.00	1,650.00	82.50
Sparks	Baltimore	16	931.07	931.06	1,862.13	116.40
Westminster	Carroll	28	400.00	400.00	800.00	28.58
Total White		363	$10,936.52	$10,936.50	$21,813.02	$60.20
COLORED						
Pomonkey	Charles	12	$250.00	$250.00	$500.00	$41.67
Bowie Normal	Prince George's	15	304.00	304.00	608.00	40.55
Upper Marlboro	Prince George's	4	113.34	113.34	226.68	56.67
Total Colored		31	$667.34	$667.34	$1,334.68	$43.00
Grand Total		394	$11,603.86	$11,603.84	$23,207.70	$58.90

The percentage of high school pupils in the various counties taking vocational agriculture is indicated in a graphic chart and a table on pages 115 and 117 of the high school report. In the counties which offer instruction of this type the percentage varies from 23.5 in Carroll, to 3.7 in Washington county.

THE HOME PROJECT, OR SUPERVISED PRACTICE, IN AGRICULTURE

The farm or home plant is the outside laboratory of the pupil taking vocational agriculture. Each pupil is required to carry to completion an outside project of a practical nature, and to keep cost accounts and labor expenditures in connection with it. This home project is often small, and, from the standpoint of the adult, insignificant; but it must be remembered that it is the largest business enterprise the pupil has ever undertaken on his own responsibility; hence it is educational if properly guided. The size and importance of the projects has increased. Formerly, a single unit of a farm enterprise was considered. In many cases, the pupil now undertakes the whole farm enterprise. The crop production projects have increased from one acre to several acres, and the animal husbandry projects from a single specimen to a whole herd. Many pupils are also carrying over both crop and animal projects from year to year, so that after raising the crops, livestock is provided to utilize them, and a double profit is thus made possible.

The project records brought to a close during 1922 (the projects for the year 1920-21) show, for the white schools, an average profit of $60.88 per pupil. The profit for the State was $10,210.41, or about twice the amount of the year before.

The largest returns were shown by the pupils of Baden High School, with a labor income of $1,520.01, or an average of $108.57 per pupil. The smallest returns were reported by Sparks High School, with a pupil average of $9.51. This small profit is accounted for by the fact that the school had recently changed teachers, and no teacher had, for two summers, been on the job to supervise summer work.

Some significance may be attached to the fact that while approximately $23,000 was expended for salaries of agricultural teachers, only $12,000 came from State and local funds, and the pupils' projects, a side-line enterprise, actually brought on the market over $10,000 cash. Of course, however, it was the instruction, as in other lines of education, that was of most importance.

The tables following indicate the nature of these projects and their cost of production: (Tables G and H.)

TABLE G—RELATION OF COST OF INSTRUCTION TO FINANCIAL INCOME FROM PUPILS' PROJECTS

(WHITE SCHOOLS)

(1920-21—Completed in 1922)

SCHOOLS	Teacher's Salary for Vocational Time (only)	Total Profits from Pupils' Projects	Average Profits per Pupil from Projects
Baden	$1,400.00	$1,520.01	$108.57
Highland (Street)	2,000.00	2,734.82	105.19
Hampstead	1,800.00	963.99	73.31
Clearspring	1,800.00	668.30	66.83
Clarksville	*935.00	422.19	60.31
Westminster	*1,250.00	465.07	58.13
Middletown	2,100.00	1,203.20	57.29
Gaithersburg	*1,020.00	759.90	44.70
Mt. Airy	1,800.00	372.36	41.37
Flintstone	1,884.00	314.74	34.97
Jarrettsville	*1,170.00	532.31	31.24
Hyattsville	1,400.00	234.50	21.32
Sparks	*2,057.12	19.02	9.51
Total	$20,516.12	$10,210.41	$60.88

*Note—For the part of time devoted to agriculture.

TABLE H—SUMMARY OF AGRICULTURAL PROJECTS FOR THE YEAR 1920-21
(MARKETED DURING THE YEAR 1922)

Name of Project	Pupils Enrolled	Pupils who Completed Project	Total Scope	Total Charges	Total Credits	PUPILS' PROJECT INCOME		
						Net Profits	Paid Self for Labor	Total
WHITE SCHOOLS								
Poultry	77	63	2,858 head	$1,834.08	$6,441.20	$3,517.22	$1,089.90	$4,607.12
Swine	64	56	214 head	3,516.72	6,541.92	2,097.84	927.36	3,025.20
Potatoes	13	11	3.4 acres	129.91	518.76	319.33	69.52	388.85
Tobacco	9	9	7.5 acres	355.32	1,660.50	1,121.22	183.96	1,305.18
Dairy	13	5	6 head	323.75	807.05	403.50	79.80	483.30
Calf	7	5	5 head	117.35	183.00	— 19.95	85.60	65.65
Bees	6	5	6 hives	19.65	35.50	— 2.55	18.40	15.85
Corn	4	3	3.3 acres	46.02	144.00	76.38	21.60	97.98
Garden	4	3	1.1 acres	32.28	129.24	50.94	46.02	96.96
Sheep	1	1	6 head	39.30	88.00	12.50	36.20	48.70
Wheat	1	1	4 acres	42.00	81.00	36.60	2.40	39.00
Strawberries	1	1	¼ acres	8.52	60.00	31.48	20.00	51.48
Rabbits	1	1	3 br. stock	7.64	25.75	.31	17.80	18.11
Beef	1	1	8 steers	891.68	703.92	— 199.32	11.56	— 187.76
Totals	202	165		$7,364.22	$17,419.84	$7,445.50	$2,610.12	$10,055.62
COLORED SCHOOLS								
Swine	10	7	14 head	$182.21	$276.00	—$183.11	$276.90	$93.79
Poultry	8	4	57 hens	147.32	219.10	— 15.22	87.00	71.78
Garden	3	3	⅝ acres	27.77	93.00	— 64.77	130.00	65.23
Totals	21	14		$357.30	$588.10	—$263.10	$493.90	$230.80

White—Three non-productive management projects not included. Labor quoted at 20 cents per hour.
Colored—Labor quoted at 15 cents per hour.

VOCATIONAL HOME ECONOMICS

The salary expenditures in vocational home economics for 1921-22 were $14,617.18. A total of 1,088 pupils enrolled in the several types of work offered.

In the City of Baltimore, eight schools conducted evening instruction in home economics. These classes had an enrollment of 772 pupils, with a teaching staff of 28.

In seven different counties of the State, eight schools gave home economics on the day-school classification, with an enrollment of 316. The salaries of the day-school home economics teachers amounted to $9,709.68, of which $4,840.81 was reimbursed from Federal funds. On account of the small amount of Federal funds chargeable to home economics, practically no reimbursement was possible for the evening schools in this subject. The expenditures locally, however, amounted to $4,907.50. The following table indicates the schools, the enrollment, and the expenditures in vocational home economics for the year 1921-22.

TABLE J—HOME ECONOMICS—EXPENDITURES BY SCHOOLS—1921-22

School	County	Enrollment	Local Funds	Federal Funds	Vocational Salaries	
					Total	Per Capita
Baden High	Prince George's	40	$525.00	$525.00	$1,050.00	$26.25
Brunswick High	Frederick	53	404.03	375.97	780.00	14.73
Ellicott City High	Howard	23	450.00	450.00	900.00	39.15
Gaithersburg High	Montgomery	19	433.33	433.33	866.66	45.60
Middletown High	Frederick	24	450.00	450.00	900.00	37.50
Oakland High	Garrett	73	791.52	791.52	1,583.04	21.66
Pocomoke High	Worcester	61	1,039.99	1,039.99	2,079.98	34.18
Sparks High	Baltimore	23	775.00	775.00	1,550.00	67.40
Total, Day		316	$4.868.87	$4,840.81	$9,709.68	$30.73
Baltimore City, Evening:						
Western High		100				
Eastern High		308				
No. 9		47				
No. 76		26				
No. 6		34				
No. 46		25				
No. 112		84				
Colored High		148				
Total, Evening		772	4,906.50	1.00	4,907.50	6.36
Totals		1,088	$9,775.37	$4,841.81	$14,617.18	$13.45

On pages 117 and 115 of the high school report will be found a table and graphic chart showing by counties the percentage of pupils taking vocational home economics. In the counties offering the work, this percentage varies from 37 per cent. in Garrett, to 3 per cent. in Baltimore county.

INDUSTRIAL EDUCATION

In 1921-22, 758 pupils took advantage of the various courses offered in the field of industrial education. The expenditures for instruction amounted to $30,250, of which $16,384.17 was furnished through local sources, and $13,865.83 through Federal.

Additional part-time work was begun through the establishment of a continuation school at Curtis Bay.

Two experiments were tried out in connection with foreman-training classes. One group consisted of foremen from a single plant. Each day for about three weeks the company excused the men for half a day on company time. The other group was made up of foremen from 14 different plants, and meetings were held twice a week, in evening sessions, throughout the school year.

Thirty-one men were enrolled in the teacher-training course conducted at Baltimore as an extension center.

Details of the various courses outside of foreman-training and teacher-training are suggested in the table which follows. (Table K.)

TABLE K—INDUSTRIAL SCHOOLS—EXPENDITURES—1921-22

SCHOOLS	Enrollment	Local Funds	Federal Funds	Vocational Salaries	
				Total	Per Pupil
a. DAY SCHOOLS, BALTIMORE CITY					
Carroll Vocational:					
Pattern making	27				
Printing	37				
Auto mechanics	42				
Machinists	35				
Electricians	40				
Total	181	$11,081.17	$8,562.83	$19,644.00	$108.53
b. EVENING SCHOOLS, BALTIMORE CITY					
Polytechnic Institute:					
Inside wiring	18				
Elementary electricity	36				
D. C. motors	27				
A. C. motors	22				
Experimental electricity	16				
Practical electricity	33				
Elementary mechanical drawing	20				
Intermediate mechanical drawing	21				
Advanced mechanical drawing	19				
Architectural drawing	33				
Power-house engineering	18				
Machine shop	15				
City College:					
Industrial Chemistry	13				
Carroll Vocational:					
Sheet metal	20				
Storage batteries	19				
Machine shop, 1	19				
Machine shop, 2	16				
Printing	14				
Auto repair, 1	48				
Auto repair, 2	16				
Etting Street:					
Auto repair	16				
Total	459	$2,734.75	$2,734.75	$5,469.50	$11.91
c. PART-TIME SCHOOLS					
Curtis Bay Continuation	75	$640.00	$640.00	$1,280.00	
Sparrows Point High	24	1,790.00	1,790.00	3,580.00	
Stanton—Annapolis (Colored)	19	138.25	138.25	276.50	
Total	118	$2,568.25	$2,568.25	$5,136.50	$43.53
Grand total	758	$16,384.17	$13,865.83	$30,250.00	

FIELDS FOR VOCATIONAL TRAINING IN MARYLAND

Each community should, after a preliminary survey as to opportunities, suit the program of vocational training to its own needs. For example, a county having large interests and a considerable number of persons engaged in mining occupations should meet the need of these workers by furnishing practical and technical instruction in evening, part-time, or other types of schools. The same applies to textiles, agriculture, and other forms of occupation, wherever found in sufficient amount to justify special consideration.

A general idea of the fields for training in Maryland may be had from the following study of the occupations, as compiled from the United States Census report.

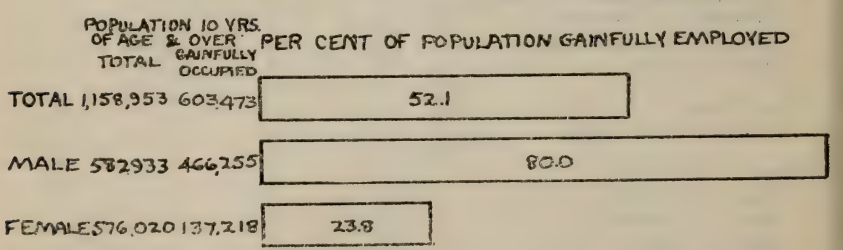
CENSUS OCCUPATIONS

In the 1920 census, over 600,000 persons in Maryland were reported as engaged in gainful occupations. Who are the gainfully occupied?

1. Employers.
2. Professional and other persons working on their own account.
3. Employees working for salaries or wages or their equivalent.

CHART TT

NUMBER AND PER CENT OF WORKERS IN THE MARYLAND POPULATION, 10 YEARS OLD AND OVER, 1920

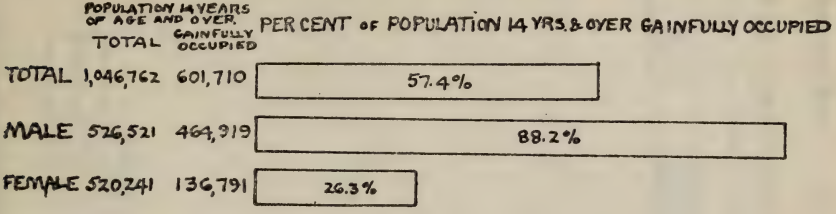


In the per cent. of its total population engaged in gainful occupation, Maryland ranks fifteenth among the States, while in per cent, both of male population and of female population working, it ranks eleventh. This means that only ten States have a larger per cent of their male population and of their female population gainfully occupied than Maryland.

Seven eighths of the male population 14 years old or more are working, while slightly more than one fourth of the corresponding female population is reported as gainfully occupied. Women who are working to care for their own families, in their own homes, without wage or salary, are not counted as engaged in gainful occupations. This will account in part for the fact that the number of male workers is three and one third times the number of female workers.

CHART TT-1

NUMBER AND PER CENT OF WORKERS IN THE MARYLAND POPULATION, 14 YEARS OLD AND OVER, 1920



Out of every one hundred persons working in Maryland, seventy-seven are men and twenty-three are women.

Which fields of work engage those Marylanders who are gainfully occupied?

Over one third of all, or more than two hundred thousand workers, are in manufacturing and mechanical industries. The male workers in these industries are as many as 28 per cent. of those of both sexes gainfully occupied, while the number of female workers in those fields is only 6 per cent. of the entire number of men and women working. The majority of the Marylanders working in manufacturing and mechanical industries are probably found in the largest centers of population, where factory work is easily carried on, as in Baltimore and its vicinity, Hagerstown, and Cumberland. Day and evening vocational schools, continuation and part-time classes, are needed to meet the educational needs of this group.

Agriculture, forestry, and animal husbandry claim 96,000 Marylanders, or almost 16 per cent. of all the workers, practically all being of the male sex.

In point of numbers, domestic and personal service, with over 67,000 workers, follows next in importance. Eleven per cent. of all persons reported gainfully employed are in this field. The number of women working in the home in Maryland is equal to 8 per cent. of the workers of both sexes. This, of course, does not include the mothers and daughters who are in charge of their own homes. Home economics courses in the high schools are needed to provide for these important groups.

Trade utilizes almost as many workers in Maryland as domestic and personal service, but four and a half times more men than women are carrying it on. Many of these workers need training in salesmanship.

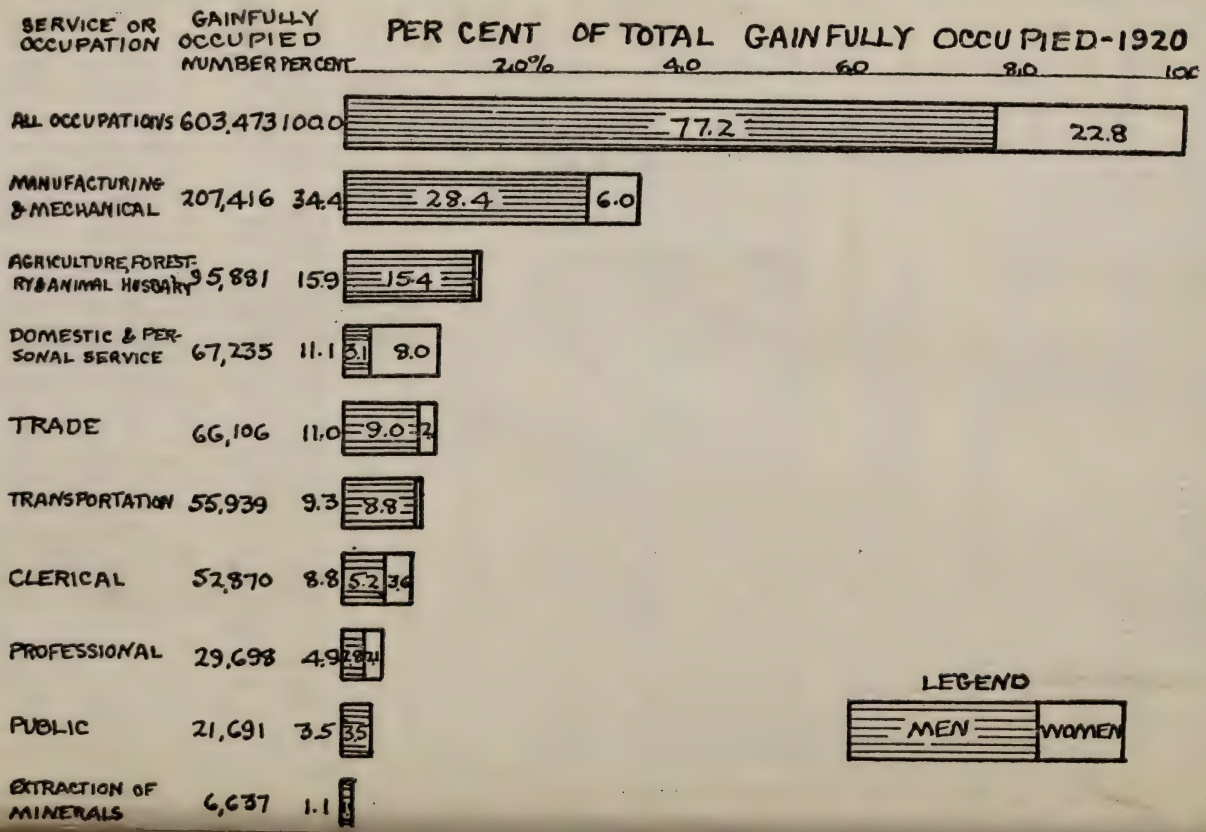
Transportation is the occupation of 9 per cent. of all the workers in the State. Most of these are of the male sex.

The only other service in which more than 50,000 persons are working is clerical work, in which there are about one and a half times as many men as women.

The remaining workers in Maryland are in professional and public service, and mining.

CHART UU

DISTRIBUTION OF MEN AND WOMEN WORKING IN MARYLAND IN 1920, BY OCCUPATIONS



PHYSICAL EDUCATION

By William Burdick, M.D., *Supervisor of Physical Education*

James Bryce declared that "The prospect of improving the relation of peoples (of counties and city) to one another depends on the possibility of improving human nature. The relation of human beings to each other within the same community determines the relation of the community to others. And the improvement of such relations obviously means the substitution of social for individual motives to action, of higher for lower sanctions, of spiritual for material gains."

Physical education is administered in Maryland in the belief that through the big-muscle activities of play and athletics this desired "good behavior" will be secured by the growing boys and girls in the schools. Health-giving athletics constitutes a part of the State school curriculum, in order that Maryland's coming citizens may, by substituting higher for lower sanctions, lead the nation in improving civic relations. The acquisition of individual strength and skill in directed sports, and the use of these powers for the sake of the school team, are the real way one learns to assume later his responsibilities in the world of men. If the pupils merely acquire habits of self-control and right conduct toward one another during the excitement of a big soccer game, a great gain has been made. These habits, frequently repeated and made routine, will make a happier State. But "no form of conduct, except rountine habit, is persistently engaged in unless emotionally reinforced." As McDougall says, "Ideas, as merely intellectual conceptions, have no motive power * * * It is only in so far as the object concerned becomes the object of some sentiment that the conception moves us strongly to feeling and action." Sentiment for the school relay team, or the county volley ball group, habituated during adolescence, finally develops into a true feeling of devotion to the State and her progress.

In *The Group Mind** it is asserted that a State rises to a higher level than an unorganized crowd if the state has continuity, a purpose, interaction with similar groups, traditions, and organization. By comprehending the games they enjoy and their ever-widening group relationships, the boys and girls, through the physical education program, come to understand their state. From the individualistic badge test, transitional running, and throwing missiles, through simple dodge ball, up to soccer, there is a development of a group idea of which each graduate is conscious. He will have learned that there is a plan and purpose behind this part of education, and that physical fitness means one is fit to assume his relations with the rest of society. By means of volley ball games with other high schools of the same county, or of

*McDougall: "The Group Mind," G. P. Putnam & Sons, Publishers.

other counties with different customs, the girl learns her own powers and how to make adjustments. The assembling of the winning volley ball teams from twenty counties as guests of the State Normal School binds them in a way that will carry over into lives of earnest citizenship. (See picture, page 173.) Traditions and customs have, in the course of eight years, been established in the county and State athletic meets, and the Public Athletic League is recognized as a real, strong, and inspiring force in developing this group consciousness.

TABLE L

BADGE TEST WINNERS—STATE-WIDE ATHLETICS, 1922

COUNTY	BOYS			GIRLS			TOTAL	
	Bronze	Silver	Gold	Bronze	Silver	Gold	Boys	Girls
Allegany	178	72	16	235	64	21	266	320
Anne Arundel	38	46	5	143	28	18	89	189
Baltimore	266	114	9	439	208	42	389	689
Calvert	21	3	1	23	6	0	25	29
Caroline	80	47	10	163	66	50	137	279
Carroll	40	9	0	139	22	7	49	168
Cecil	51	15	0	91	35	7	66	133
Charles	57	11	0	96	15	4	68	115
Dorchester	81	11	4	98	21	4	96	123
Frederick	224	89	16	283	55	19	329	357
Garrett	36	14	0	31	22	2	50	55
Harford	97	47	8	97	30	10	152	137
Howard	57	13	3	112	25	7	73	144
Kent	46	25	4	84	36	10	75	130
Montgomery	124	34	11	157	44	10	169	211
Prince George's	91	41	6	179	59	10	138	248
Queen Anne's	65	17	12	146	35	18	94	199
St. Mary's	10	0	0	34	5	0	10	39
Somerset	35	20	5	97	22	9	60	128
Talbot	57	20	18	100	32	9	95	141
Washington	132	44	5	171	33	17	181	221
Wicomico	49	19	8	132	15	2	76	149
Worcester	41	21	11	51	18	7	73	76
All Counties	1,876	732	152	3,101	896	283	2,760	4,280

ATHLETIC BADGE TEST

	Boys		
	Bronze	*Silver*	*Gold*
Standing Broad Jump..	5 ft. 9 in.	6 ft. 6 in.	.....
Running High Jump....	.....	.....	4 ft. 4 in.
Chinning the Bar.....	4 times	6 times	9 times
Running: 60 Yards....	9 secs.	.....	.....
100 Yards....	.....	13 2-5 secs.	.....
220 Yards....	.....	.....	28 secs.

	Girls		
	Bronze	*Silver*	*Gold*
Balance Bean	Walk 24 ft.	Walk 18 ft.*	.....
Volley Ball Service.....	.....	.....	8 times
Leg Raising	10 times	.....	.....
Leg Adduction	.....	2 times	.....
Trunk Raising	.....	.....	12 times
Far Throw Ball.....	25 ft.	35 ft.	.....
Round Arm Ball Throw.	.....	.....	55 ft.

*With deep knee bend.

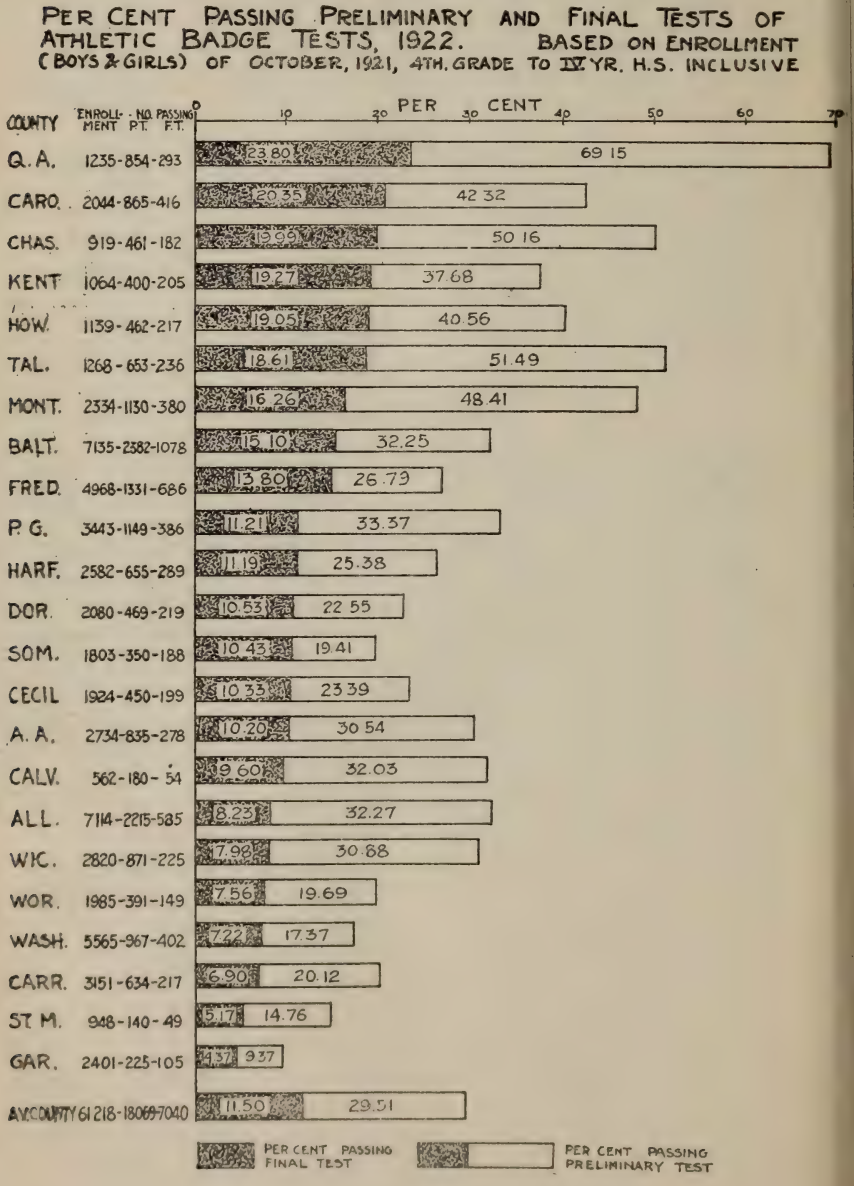
BADGE TESTS

The badge tests continue to arouse interest as well as lead the children to greater activity. Pupils in Anne Arundel, Baltimore, and Howard counties try for buttons at the indoor meets, as well as at field days. Badges were won by 7,040 white* and 2,579† colored boys and girls, while 18,069 white and 6,497 colored boys and girls passed successfully at least one of the three events. Queen Anne's County showed the greatest number passing tests in proportion to school population. "Physical Ability" certificates indicating ability to make 50 per cent. in all-round athletics were won by eighteen boys and fifty-one girls who had previously won gold badges. As a recognition of this, it is recommended that a dated bar be attached to the gold buttons for each year that the new "Physical Ability" certificate is won.

*See chart VV, page 164, and table L, page 162.
†See table 65, page 215.

CHART VV

PER CENT OF ENROLLMENT, OCTOBER, 1921, WHO PASSED PRELIMINARIES AND FINALS OF THE ATHLETIC BADGE TEST BY COUNTIES, YEAR ENDED JULY 31, 1922



FIELD DAYS IN THE COUNTIES

Every county held a field day, which is now nearly everywhere a *gala* day. The program of badge tests, games, and athletics fills the day, and fathers and mothers are bringing their children and enjoying a real community get-together. Many towns have from three to five times their population as visitors. Out of these eventful days are arising local athletic meets, where the high schools conduct similar events for the neighboring elementary schools, as at Catonsville, Franklin, Gaithersburg, Sparrows Point, and Towson. Allegany county brought twenty of its rural schools to Cumberland for a meet of their own. Prince George's people were welcomed at the athletic field of the University of Maryland. Caroline's method of rotating the place, following the example of Worcester, has aroused the people of several towns to put in running tracks and game fields. Brunswick has two playgrounds, and many places are planning real play spaces. Out of a two-room athletic club, cramped and almost hopeless, has arisen the use of a ten thousand dollar town athletic club at Garrison. The Catonsville people co-operated with the Baltimore County School Board in the purchase of the Country Club, and have under way a worthwhile community work. At Hagerstown "Community Service," the outgrowth of the War Camp Community Service, helped prepare the boys and girls for the badge tests, and aided in the State program. Baltimore, Frederick, and Queen Anne's counties had "leaders" teach the rural children, and showed marked results in increased attendance of the small schools at the field day events. The events for colored schools are described in Mr. Huffington's report.*

STATE-WIDE MEET

The eighth annual championships were held at Homewood Athletic Field, Johns Hopkins University, and were won by the participants from Baltimore city. These boys, representing 41 per cent. of the children, scored only 17 per cent. of the total points. The Frederick High School Band furnished music, while the Varsity Club of the University again entertained all of the visitors at luncheon. Each county group was entertained by a Parent-Teacher Association of some Baltimore public school, and by the Te-Pa-Chi Club of Towson Normal School. Miss Tall, the principal, and volunteer graduates entertained all of the girls belonging to the volley ball teams. (See picture of these girls at the Normal School.) Allegany County boys and girls won the championship for the State in dodge ball and volley ball, respectively.

*See pages 212-214.

TABLE M

SUMMARY OF TEAMS ENTERED IN STATE-WIDE ATHLETICS, 1922

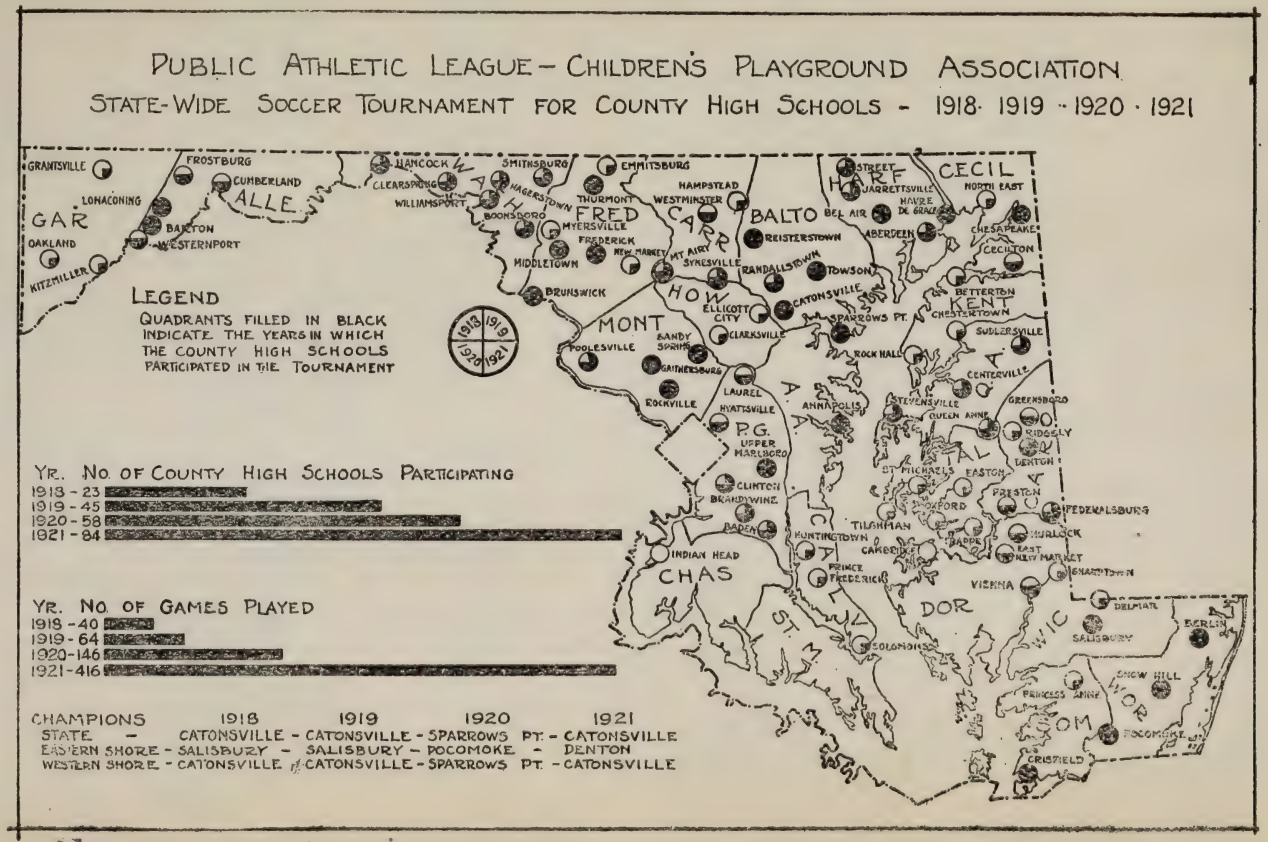
COUNTY	DODGE BALL			End Ball	Captain Ball	Volley Ball	Speed Ball	Soccer	Total Teams
	Girls	Boys	Mixed						
Allegany	20	21	18	2	3	6	3	5	78
Anne Arundel	9	10	2	3	0	2	4	2	32
Baltimore County	18	34	9	5	4	6	15	6	97
Calvert	3	2	7	0	0	3	2	3	20
Caroline	5	7	7	3	2	4	3	5	36
Carroll	10	8	3	1	3	2	0	9	36
Cecil	7	7	5	3	0	5	0	3	30
Charles	9	11	11	2	1	2	2	2	40
Dorchester	6	7	1	3	0	3	1	3	24
Frederick	9	14	7	3	3	7	2	8	53
Garrett	6	5	3	0	0	3	2	4	23
Harford	7	9	1	4	2	4	3	5	35
Howard	6	5	11	0	0	3	2	2	29
Kent	7	8	0	3	0	3	1	3	25
Montgomery	17	19	17	4	3	5	5	4	74
Prince George's	8	14	3	1	0	7	2	6	41
Queen Anne's	7	10	19	3	2	4	2	4	51
St. Mary's	6	7	7	0	0	1	0	0	21
Somerset	6	7	2	4	2	2	0	2	25
Talbot	6	8	8	6	1	5	0	5	39
Washington	7	6	0	2	3	8	0	5	31
Wicomico	6	8	8	3	1	5	2	3	36
Worcester	5	4	0	6	3	4	3	4	29
All Counties, 1922	190	231	149	61	33	94	54	93	905
All Counties, 1921	192	236	126	52	42	74	4	84	810
Per Cent. of Increase	*1.0	*2.1	18.3	17.3	*21.4	27.0	1250	10.7	11.7
Baltimore City, 1922	56	66	0	0	0	2	0	0	124
Baltimore City, 1921	34	31	0	0	0	2	0	0	67
Per Cent. of Increase	64.8	112.9	0	0	0	0	0	0	85.1

*Per cent of decrease.

TEAM GAMES PLAYED

During the year 15,181 white boys and girls played on 1,029 organized teams (Table M), and an additional 4,444 participated in "group athletics" in Baltimore, Howard, and Anne Arundel counties. The new game of speed ball—a variation of indoor baseball, in which only four batters come to the plate in an inning—attracted fifty-four teams. The small decrease in the number of boys' and girls' dodge ball teams in

LOCATION OF COUNTY HIGH SCHOOLS PARTICIPATING IN STATE-WIDE SOCCER TOURNAMENT, 1918-1921



the counties is accounted for by the increase in the number of mixed dodge ball teams in rural sections. All other games show an increase in the number of teams, with the exception of captain ball, which has not the motivation of volley ball. The Allegany County basket ball tournaments for boys and girls were conducted by official referees of the P. A. L.

SOCCER

Soccer may now be claimed as the fall game for high school boys. Starting in 1915, as a substitute for football, at the request of Mr. Samuel M. North, then principal of Franklin High School, soccer has practically pushed the latter up into college, where the game properly belongs. Ninety-three teams, representing 70 per cent. of the high schools, played 416 games in 21 counties. (Map.) All of the counties are represented except St. Mary's, which has no high school, and Charles, which has only two. In order to introduce the game into the twenty-one counties, referees and coaches have been sent and their expenses shared. Soon, however, each county should be able to pay for its own games. A big schedule, requiring the whole time of one official during the soccer season, was played in Allegany county. The preliminary intra-country games were so well organized that it was possible to play the final game at the ideal time, before the Christmas holidays. The winning team of the Western Shore—Catonsville, of Baltimore County—won the State championship over Denton, of Caroline County, representing the Eastern Shore.

GIRLS' ATHLETICS

Chart No. XX shows the growth in participation by girls in the types of activity selected by Maryland. A highly advertised athletic meet in New York City, where the events were merely imitations of boys' running and jumping, attracted only 196 competitors.

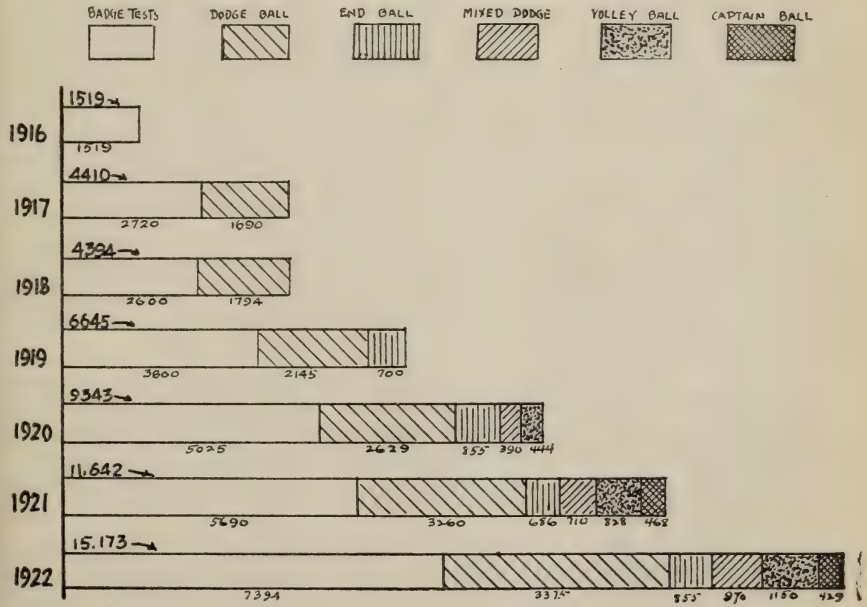
OTHER ACTIVITIES

Swimming was taught and swimming badge tests were given to boys at Catonsville and at Annapolis, and to boys and girls at Sparrows Point. A study of the ages at which boys learned to swim showed that the country boy at Catonsville tended to learn at the same age, between 10 and 12, as did the city boy at Annapolis. Actual studies of boys and girls taught show that 13 is the most frequent age at which one can swim thirty feet.

Seven counties are buying or assisting the schools to buy balls and supplies for athletics, accepting the principle that such articles are proper materials for instruction. From $2,689 collected for new and renewed magazine subscriptions and sent through the office of the Public Athletic League, $591.12 were returned to various schools for

CHART XX

NUMBER OF GIRLS PARTICIPATING IN VARIOUS FORMS OF ATHLETICS, 1916-1922



athletic purposes. This device should be used to stimulate the selection of better magazines, thereby improving the English course in our high schools.

TEACHERS' TRAINING

The supervisor has directed the physical education at the normal schools at Towson and at Bowie, and at the summer schools at Towson and at Johns Hopkins University. He co-operated with the University of Maryland's summer school course in secondary school physical education, and at the same school one of his assistants taught the elementary courses in play and recreation. Courses were given also at the Frostburg summer school. Altogether, about six hundred teachers had instruction last year in play and games.

MEDICAL EXAMINATIONS

The medical report states that 4,944 boys and 10,633 girls, a total of 15,577 pupils, were examined in the county schools, and that there were 24,016 defects—8,896 of which were bad teeth; 3,808 diseased tonsils, and 1,342 enlarged adenoids. Letters of congratulation were sent to the parents of 3,875 children free from medical and dental defects. The Public Athletic League co-operated with the Baltimore County Children's Aid Society and the Baltimore County School Board in the nursing work, making possible such an increase in the number of visits that 5,849 were made to 4,928 different individuals. The results of these visits were successful in 64.9 per cent. of the cases. Four clinics were conducted at Texas and Sparrows Point for tonsil and adenoid cases. The mobile dental unit of the Junior Children's Aid Society examined 1,984 mouths, and performed 7,629 pieces of work at fifty-seven schools. The school children in the various chapters of the society financed this excellent piece of work. (See picture of dentist at work, page 174.)

The Talbot County Medical Society undertook, with our co-operation, to examine the school children of the county. Only one third were examined, according to records returned to the office. In Charles county, Dr. S. J. Fort used our forms for his work. A co-operative health unit is working at Hagerstown, and plans eventually to study Washington county.

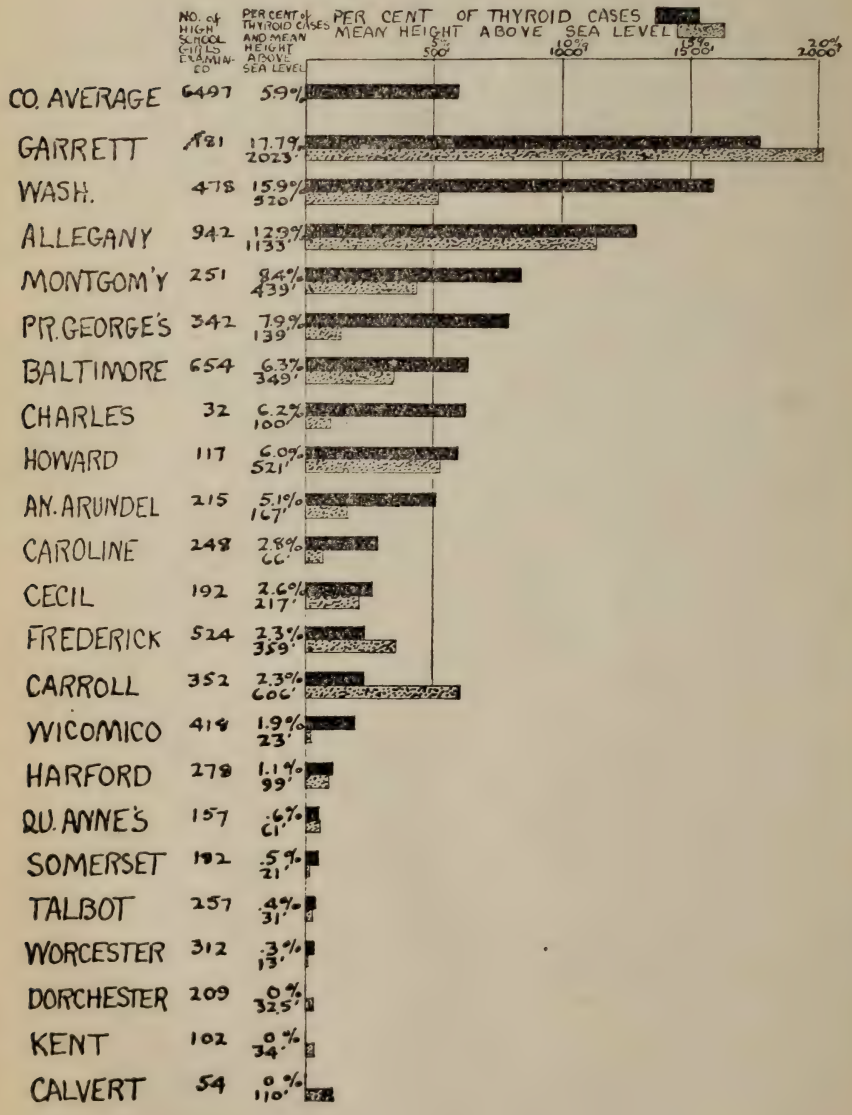
Dr. Helene Doetsch went to all the high schools in the State except those in Montgomery and Prince George's, and examined each girl who was present the day of her visit. Dr. Ella Oppenheimer made the examinations in Montgomery and Prince George's counties. It is believed that these examinations give one of the first cross-sections of the physical conditions of rural girls. Twenty per cent. were free from medical and dental defects. Medical examinations should not only tend to prevent illness, promote physical fitness and point out defects, but should also be the means of furnishing new knowledge, be-

cause of the mass of material observed. An interesting study of the enlargements of the thyroid gland found in the girls of Maryland as compared with the estimated altitudes of the counties is presented in Chart YY. This study confirms the recent suggestion that dwellers in montainous regions do not obtain from their foods the iodine which is essential to proper growth of the thyroid gland.

In Baltimore county, the nutrition study was continued, and in Table N, the per cent. of boys and girls under weight is compared for two years. The decrease of from 4 to 5 per cent. in pupils under weight, 10 per cent. or more, indicates that follow-up work after the examinations is improving the physical condition of the pupils. Nearly 19 per cent. of the boys, and 18.4 per cent. of the girls are still under weight 10 per cent. or more.

CHART YY

PER CENT OF WHITE GIRLS EXAMINED IN COUNTY HIGH SCHOOLS WHO WERE THYROID CASES, COMPARED WITH MEAN HEIGHT ABOVE SEA LEVEL, BY COUNTIES, YEAR ENDED JULY 31, 1922



THE SCHOOL DENTIST AT WORK IN BALTIMORE COUNTY

TABLE N

NUTRITION STUDY—PER CENT. OF BALTIMORE COUNTY BOYS AND GIRLS TEN PER CENT. OR MORE UNDERWEIGHT, 1921-1922

SCHOOL	BOYS		GIRLS	
	1920–21	1921–22	1920–21	1921–22
High and Elementary:				
Catonsville	30.34	28.57	25.07	18.81
Franklin	21.83	13.51	26.24	17.62
Randallstown	31.20	15.74	30.18	20.71
Sparks	18.36	11.59	33.33	20.00
Sparrows Point	27.55	23.74	20.00	22.24
Towson	32.64	14.34	13.98	17.41
Total	28.26	20.49	22.80	19.6
Elementary				
Arbutus	21.6	9.6	30.7	34.2
Ashland	....	17.2	....	4.3
Chase	18.9	9.0	21.3	11.3
Cockeysville	18.7	28.1	26.2	37.5
Colgate	17.2	8.2	23.2	21.6
Cowenton	14.7	19.0	27.6	30.0
Essex	20.2	13.9	20.5	11.8
Fullerton	24.8	18.6	33.5	21.5
Garrison	21.2	15.5	13.0	19.5
Glyndon	27.3	18.7	8.0	7.0
Halethorpe	16.4	15.4	22.6	3.7
Hebbville	13.8	8.1	27.1	15.5
Lakeland	21.6	19.1	16.3	11.7
Lansdowne	20.6	19.2	23.2	19.3
Lutherville	6.4	11.8	32.2	14.2
Owings Mills	19.3	26.1	20.0	14.9
Parkville	....	25.5	....	22.1
Phoenix	25.7	24.1	21.8	11.1
Pikesville	23.5	19.2	26.8	16.4
Relay	20.0	11.2	36.4	9.5
Riderwood	25.0	19.7	24.1	40.5
St. Helena—Dundalk	16.9	16.3	16.3	16.2
State Normal	20.0	25.3	18.2	12.5
Sunnybrook	20.8	....	13.6	....
Timonium	14.7	24.2	15.4	22.6
Warren	29.8	19.2	7.7	11.4
Woodlawn	29.2	17.5	16.7	15.0
Total	20.7	17.9	22.5	17.4
Grand total	24.1	18.96	22.7	18.4

MUSIC

THOMAS L. GIBSON, *Supervisor*

FIELD WORK

During the year 1921-1922, the time of the Supervisor of Music was spent almost entirely in organizing and directing music in the schools and communities and in endeavoring to increase the attendance at the normal schools. Because a number of teachers' meetings were held on Saturdays and community meetings on non-school days, the aggregate days devoted to field work were more than would otherwise have been possible. The following tabulation will give an idea of the amount and variety of field work engaged in:

Total number of days spent in field work	168
High schools (5,500 pupils) visited	85
Community meetings attended (6,900 present)	38
County teachers' associations attended	16
Classroom demonstrations	64
Advisory conferences attended	34
Professional visits to normal schools	11
Meetings of Department Staff attended	8

One of the chief purposes of visiting the high schools, most of them of the first group, was to present the appeal for increased attendance at the normal schools. As a rule the normal school films were shown, talks on the need of better trained elementary school teachers were given, and some music activity was presented. An effort was made to impress both teachers and pupils with the fact that the high schools are a most important factor in the training of the future teachers of the State.

At the community meetings there were folk singing and brief talks on some phase of music. On several occasions the normal school films were shown, accompanied by short talks on better teacher training. Three of the meetings were held in connection with the county graduation exercises of seventh grade pupils. Large numbers of parents and patrons were present and helped bring the total attendance at community meetings up to about 6900. In Frederick County, and Queen Anne's, for example, 1,200 and 500, respectively, were present.

At the teachers' meetings, the attendance at which reached 1,925, some features of the Tentative Course in Elementary School Music were presented. Usually demonstration lessons in music were conducted either by the State Supervisor or by a teacher especially trained for this purpose.

THE FLOWER QUEEN AND FLOWERS—"THE STOLEN FLOWER QUEEN," A MUSICAL PLAY, GIVEN BY THE BEL AIR HIGH SCHOOL, 1922

SMITHSBURG HIGH SCHOOL ORCHESTRA, 1922

"MOTHER NATURE IN CENTER—SPRING MONTHS AND FAIRIES." FROM AN IMPROVISED MUSICAL PLAY GIVEN BY ELEMENTARY GRADES OF FREDERICK SCHOOLS

Actual classroom teaching was demonstrated in a number of schools. About 1,840 children took part in these lessons; and more than a hundred teachers, and usually the county superintendent and supervisor, observed the work.

The advisory conferences were held, by appointment, with the county superintendents and supervisors, normal and high school principals, and special teachers of music, the purpose being to establish definite plans of procedure and cooperation. From time to time during the year, also, the normal schools were visited, in order to observe the class work in music and to advise with the teachers of this subject.

Tentative Course of Study for Elementary School Music

A typed or printed copy of The Tentative Course in Elementary School Music, prepared under the direction of the State Department of Education, was placed by each county superintendent in the hands of practically all the elementary school teachers. It was advised that at first only a few of the most vital points in the course be stressed in the county schools and that other features be carried out as the teachers became more familiar with the subject. In several counties music teaching was thoroughly organized, and special teachers were appointed both to train the elementary teachers in the subject and to do actual teaching of music in the classrooms. This policy seems to be the rational way to insure that music shall eventually become one of the regular elementary school subjects. During the present year either full or part-time special teachers of music have been retained or newly appointed in Allegany, Baltimore, Carroll, Cecil, Frederick, Garrett, Harford, Howard, Montgomery, Prince George's, and Washington Counties.

Tentative Music Course for the High Schools

After a considerable study of the Government surveys of the teaching of music in a number of high schools in this country, and after careful observation of the work being done in many of our own high schools, a tentative high school course in music was drafted. This is now being placed in all our high schools where it is thought practicable to organize the teaching of music on a credit basis. Provision is made for instruction in both vocal and instrumental music and for allowing credit to especially gifted pupils for the study of instrumental music under competent teachers outside the school. Conferences on the course of study are being held with high school music teachers, principals, and superintendents, with the view of getting practical suggestions before putting the course into permanent printed form. In both the elementary and the high school course, aims and attainments have been determined largely by the social and ethical values of music.

ORCHESTRAS, BANDS, AND GLEE CLUBS

Practically every high school orchestra, band, and glee club organized last year was continued during the session of 1921-22, and those in several of the schools were enlarged. New cornet bands were organized in two schools, and new orchestras in three. Furthermore, an orchestra of eleven pieces and a glee club of sixty members were started at the Maryland State Normal School at Towson. The orchestra will be enlarged to nearly twenty pieces, and, in view of the increase in the student body, it is expected that within a few years the school will always have an orchestra of at least twenty-five members. At the present time one regular teacher gives her full time to teaching music at the Towson Normal and three special teachers give part of their time to orchestra, piano, and voice teaching on the fee basis. This latter work is self-supporting. Musical organizations at the Frostburg State Normal School, similar to those at Towson, were described in last year's report. The school band of the Frederick Boys' High School had the distinction of rendering the music for the State Athletic Meet in Baltimore, and the Brunswick High School band has been invited to play at the Maryland State Teachers' Association.

There are now four cornet bands, forty-one orchestras, and twenty glee and chorus clubs in the high schools of the State. Three *elementary schools,* at Annapolis, Sparrows Point, and Westminster, have thriving young orchestras, a result of the efforts of enthusiastic teachers, and these juvenile organizations functioned several times during the year in school and social affairs.

MUSIC AS A MEANS OF SOCIALIZING THE COMMUNITY

In several of the schools, both elementary and high, a number of musical programs of real social and educational value were given. These consisted of children's concerts; band, orchestra, and glee club concerts; musical pageants; operettas; improvised musical plays and evenings of music. Frequently the schools and the musical talent of the communities united in giving these entertainments, a plan which was of mutual benefit. Accounts of many of them, with photographs of scenes and costumes, are on file in the offices of the State Department and may be examined by any one interested. The costumes were in most instances made by the pupils themselves under the direction of the domestic science teachers.

COMMUNITY CHORAL CLUBS

A most wholesome influence in any community is a well-conducted choral society, and there is one such organization in Maryland that should be mentioned. This is the Harford Choral Club, conducted by Mr. Charles H. McComas, in Bel Air. The club numbers seventy-five members,—business men, teachers, lawyers, farmers, artisans,

school administrators, and high school pupils. Some of the members live fifteen miles from the place of meeting. Last year the club conducted weekly public rehearsals from October 1 to June 15, gave two concerts, and assisted in three church affairs. The County Superintendent of Schools, an active member of the club, mentions among its benefits an "increase in and appreciation of good music; social values; training in the rendering of music; wholesome home entertainment; musical training for teachers and schools; musical training for the churches; financial help to public libraries and relief associations." The State Supervisor was in no way responsible for this very valuable organization, but it has been his privilege to give it encouragement by dropping in at rehearsals and by spreading its fame as an inducement for other communities to organize similar clubs.

Music Memory Contests

Music memory contests may be made such a vital factor in both the schools and the communities that a report of one of several conducted in the schools during the past year should prove worth while.

A music memory contest was conducted on the evening of May 19, in the Chapel of the Reformed Church at Middletown, Frederick County. More than four hundred people were present. Mr. Emory L. Coblentz, a member of the State Board of Education and a resident of the community, presided and in his introductory remarks spoke of the increased pleasure that comes to those who are trained to listen intelligently to good music. Twenty-seven members of the high school entered the contest. Below is given the list of the thirty-five music compositions which had been incidentally studied by all members of the high school during their regular music recitations under the direction of Miss Edna Lighter, the music teacher. The points on which the contest was decided were: 1, titles; 2, names of the operas from which some of the selections were taken; 3, names of composers; 4, correct spelling of all names. The ten musical compositons selected for the contest were numbers 1, 6, 16, 17, 21, 28, 29, 30, 31, and 33.

SELECTIONS LEARNED
FOR THE
"MUSIC MEMORY CONTEST"
Middletown, Maryland
May 19, 1922

	TITLE	COMPOSER
1.	Oh Night of Love (From Tales of Hoffman)	Offenbach
2.	Humoresque	Dvorak
3.	Largo (From Xerxes)	Händel
4.	Minuet in G	Beethoven
5.	Meditation (From Thais)	Massenet
6.	Ave Maria	Schubert
7.	Angel's Serenade	Braga
8.	Anvil Chorus (From Il Trovatore)	Verdi
9.	Dance of Goblins	Bazzini
10.	Evening Star (From Tannhäuser)	Wagner
11.	Flower Song	Lange
12.	Oh Promise Me (From Robin Hood)	De Koven
13.	Pilgrim's Chorus (From Tannhäuser)	Wagner
14.	Souvenir	Drdla
15.	On Wings of Song	Mendelssohn
16.	Amaryllis (Old French Rondo)	Ghys
17.	Caprice Viennois	Kreisler
18.	Minuet in G Major	Paderewski
19.	A Dream	Bartlett
20.	Träumerei	Schumann
21.	Italian Street Song	Victor Herbert
22.	Canoe Song (Ciribiribin)	Martens-Pestalozza
23.	Venetian Boat Song	Blumenthal
24.	Gloria (From Twelfth Mass)	Mozart
25.	Cradle Song	Brahms
26.	Drink to Me Only With Thine Eyes	Ben Johnson
27.	Home to Our Mountains (From Il Trovatore)	Verdi
28.	Unfold Ye Portals (From the Redeemer)	Gounod
29.	Blue Danube Waltzes	Strauss
30.	Midsummer Night's Dream	Mendelssohn
31.	Poet and Peasant Overture (Parts 1 and 2)	Von Suppe
32.	And the Glory of the Lord (From the Messiah)	Händel
33.	Gems from "Robin Hood"	De Koven
34.	The Bee	Schubert
35.	The Peer Gynt Suite No. 1	Grieg

VOCAL MUSIC CONTESTS IN THE COLORED SCHOOLS

At the request of the State Supervisor of Colored Schools and with the help of the county supervisors of these schools, a plan for holding county vocal music contests was formulated and sent to all the colored teachers. Contests of this character were held in Harford, Queen Anne's, Worcester, Talbot, Caroline, and Montgomery Counties, and the results were gratifying.

BETTER SCHOOL PIANOS, ORGANS, AND PHONOGRAPHS

While in a large number of schools, both elementary and high, keyboard and phonographic instruments of a poor quality or in poor repair are being used, it is encouraging to observe that in several counties the school pianos have been repaired and tuned, and that only instruments and phonographic records of a high grade are being recommended for purchase. New grand pianos, of excellent make, were placed in the Catonsville and the Frederick high schools, and a new upright piano in the Prince Frederick high school. Too much stress can not be placed on the importance of having the children hear only the best music played on the best instruments.

SUMMARY

Plans for the coming year include:

1. A thorough training of all normal school graduates in elementary school music.
2. Courses in school music, under special teachers, offered in all State summer schools.
3. Through demonstration class teaching at the meetings of the county teachers' associations, the training of all elementary teachers in some of the features of the tentative course in music for the elementary schools.
4. The introduction of the tentative course in music for high schools into such high schools as are equipped to teach music on a credit basis.
5. Assisting the county supervisors and helping teachers in the selection of content and in the development of method in music teaching in the elementary schools.
6. The organization of orchestras, glee clubs, chorus and opera groups in every school where it is at all possible to do so.
7. Adding music activities to the community through the cooperation of school and community.

SUPERVISION OF COLORED SCHOOLS

J. WALTER HUFFINGTON, *Supervisor*

INDEX NUMBER FOR MARYLAND'S COLORED SCHOOLS

In 1922 Maryland raised its county colored school index number of school attendance and finance 2.3 points. The county average for 1922 is 34.8, as against 32.5 in 1921. This increase is due to better attendance, additional high schools, increased salaries, and the construction of new buildings.

Allegany County, with the highest index number, 47.4, has few colored children. Baltimore, Frederick, and Wicomico are the only other counties with index numbers above 40. The two lowest counties, St. Mary's and Calvert, have only 20 points to their credit. (See Chart a.)

Three counties, Wicomico, Frederick, and Charles, have made notable gains over their standing in the previous year—6.2, 5, and 4.5 points, respectively. Cecil, Talbot, and Washington show decreases of more than two points, due, probably, to the employment of less well qualified teachers and to smaller expenditures for equipment and buildings.

Recent legislation, which becomes effective for the school year, 1922-23, increases teachers' salaries on the basis of both training and successful experience and lengthens the minimum school year by one month.*

TABLE 52

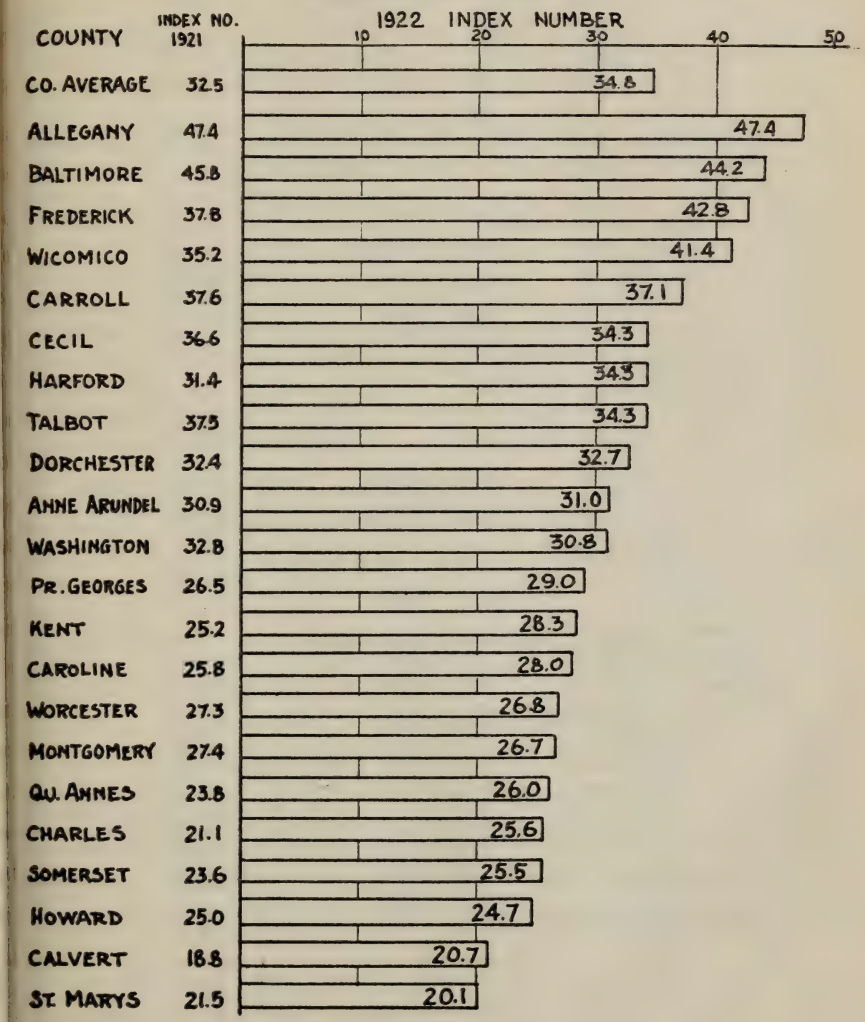
1921 AND 1922 INDEX NUMBER—COLORED SCHOOLS—COMPARISON FOR MARYLAND COUNTIES

Item	Components of the Index Number	1921	1922	Improvement
1.	Percent. of children 5 years and under 18 in average attendance	49.8	52.8	3.0
2.	Average days attended by each child 5 years and under 18, divided by 2	36.6	38.8	2.2
3.	Average days schools were kept open, divided by 2	73.4	73.5	0.1
4.	Per cent. of attendance in high school multiplied by 2.75	2.9	4.1	1.2
5.	Per cent. of boys to girls in high school	44.3	47.2	2.9
6.	Total expenditure per child in average attendance	24.1	26.9	2.8
7.	Total expenditure per child 5 years and under 18	12.0	14.2	2.2
8.	Total expenditure per teacher and principal divided by 24	27.4	31.1	3.7
9.	Expenditure for other than salaries per child in attendance multiplied by 2	15.0	19.4	4.4
10.	Average monthly salary per teacher	37.8	39.8	2.0
	Index number	32.5	34.8	2.3

*For details of the new salary schedule, see page 194.

CHART a

1921 AND 1922 INDEX NUMBERS, BY COUNTIES OF MARYLAND, FOR COLORED SCHOOLS



The colored schools have improved in every one of the ten items used in making up the index number, the increment varying from .1 in item 3, which measures average days in session, to 4.4 in item 9, which reflects expenditures per pupil attending for purposes other than salaries. The first five items register standing in attendance; the last five, financial support of the colored schools.

The increase in items 1 and 2 seems to indicate that in 1922 the average county searched out and got into school more colored children than in 1921. In every community children of compulsory school age should be located and forced into school, if they do not go willingly.

The improvement in item 3, average days schools were kept open, is decidedly lowest in the scale. Next year, however, this item should make a great gain, since the legislation of 1922 has added a month to the minimum year, thereby increasing it to 8 months, effective as of September, 1922. (See Table 53, and pp. 184-185 for further discussion of length of session by counties.)

Items 4 and 5 refer to the colored high schools. The increase in item 4 indicates that these high schools are increasing in number and size, although the 1922 standing of the average county (4.1 points out of a possible 100) makes the fourth component the lowest used in making up the index number. Only eight counties are offering standard high school work to colored students. Merely from the point of view of procuring a supply of trained teachers, this situation should be improved.

Comparison of item 5 for 1921 and 1922 proves that relatively more boys are availing themselves of high school advantages. There are still, however, more than twice as many girls as boys in the colored high schools. (See Chart c, page 188, for further discussion of colored high schools.)

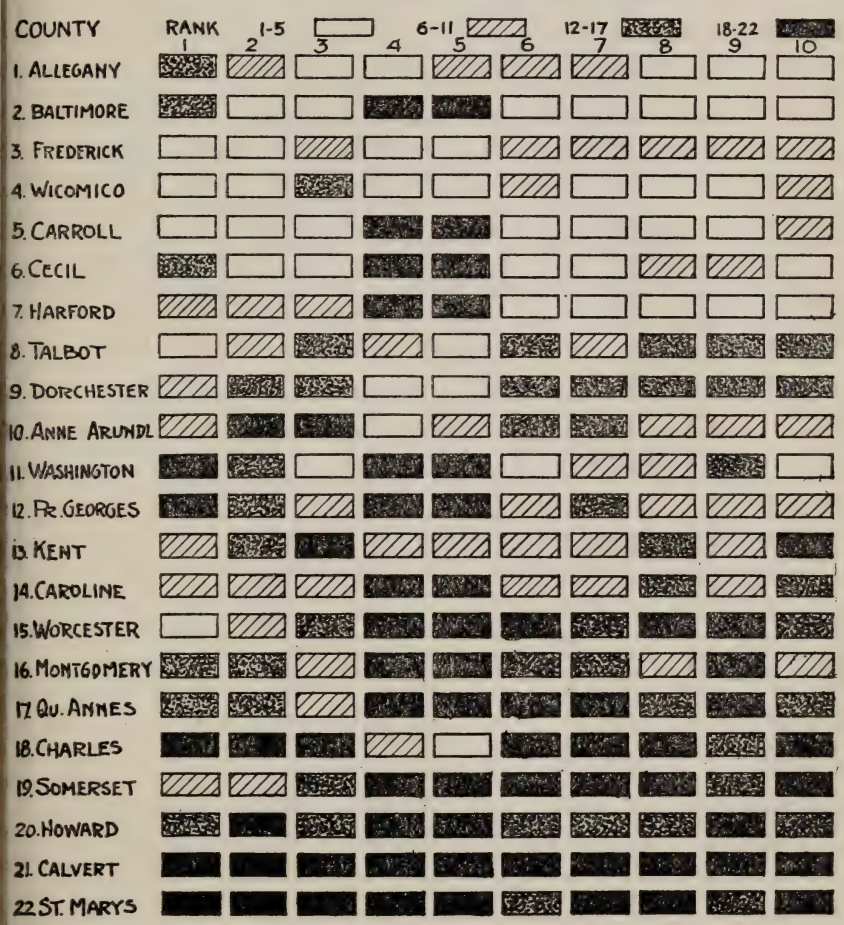
Every item which reflects expenditures shows improvement. Item 9 is deserving of special notice, since the gain of 4.4 points clearly indicates that the several counties spent more for buildings and for materials of instruction than in 1921.

Items 6, 7, 8, and 10 will be raised next year, as a result of the legislation increasing teachers' salaries and lengthening the school year.

The general rank of the colored schools in the counties in the ten components of the 1922 index number is shown in Chart b, and Tables IIIa and IVa, pp. 249 and 251. Counties ranking among the five highest in the State are indicated by a white bar, those ranking among the five lowest have a solid black bar. It will be noted that only one county, Calvert, ranks among the lowest in *every* component of the index number. St. Mary's, through expenditures for buildings, ranks slightly higher than the lowest counties in items 6 and 9 of the index number. One can see from the chart that the absence of colored high schools causes most of the counties to rank in the lowest division in items 4 and 5. This applies even to counties such as Baltimore, Carroll, and Cecil,—which rank relatively high in their index numbers. Every colored high school established and well attended raises Maryland's index number.

CHART b

RANK OF THE COUNTIES IN THE TEN COMPONENTS OF 1922 INDEX NUMBER FOR COLORED SCHOOLS



Column

1. Children 5 and under 18 years in average attendance.
2. Average days attended by each child 5 and under 18 years.
3. Average days schools were open.
4. Per cent. of attendance in high school.
5. Per cent. of boys to girls in high school.
6. Total expenditure per child in average attendance.
7. Total expenditure per child 5 and under 18 years.
8. Total expenditure per teacher, principal and supervisor.
9. Expenditure other than salaries per child in attendance.
10. Average monthly salary per teacher, principal and supervisor.

The shortness of the session is reflected in the black and nearly black bars under item 3. Fifteen of the counties which kept the colored schools open fewer than the number of days required by the recent legislation of 1922, 160, should show a marked improvement in this component of the index number in 1923.

The last five items in the index number represent financial support of colored schools. In general, counties which have relatively high index numbers rank among the highest counties in the financial items, and the counties ranking lowest in index numbers give poor support to their schools, as is indicated by the black and nearly black bars. Item 9, which includes expenditures for other than salaries per pupil attending, shows best the allowances for text-books, supplies, equipment, and new buildings. Note the white bars at the top of the chart and the black ones at the bottom. (See Chart c and Table IVa, pp. 183 and 251.)

Average monthly salary, shown in column 10, reflects the length of the school year as well as the grades of certificates. The counties with black bars have both short school years and provisionally certificated teachers. (See Chart f, page 193.)

TABLE 53

DAYS IN SESSION IN COLORED SCHOOLS

County	1921	1922	Annual Increase	Annual Decrease
State Average	162.0	167.7	+ 5.7	...
Baltimore City	190.5	205.0	+14.5	...
County Average	144.9	147.0	+ 2.1	...
Baltimore	194.5	193.5	....	—1.0
Cecil	175.5	187.0	+11.5	...
Allegany	181.5	183.1	+ 1.6	...
Washington	172.5	176.4	+ 3.9	...
Carroll	175.9	170.4	....	—5.5
Harford	171.0	168.0	....	—3.0
Prince George's	160.1	162.6	+ 2.5	...
Frederick	156.0	159.0	+ 3.0	...
Queen Anne's	138.2	150.0	+11.8	...
Montgomery	136.0	143.6	+ 7.6	...
Caroline	124.4	141.1	+16.7	...
Talbot	140.8	140.9	+ 0.1	...
Howard	140.1	139.1	....	—1.0
Worcester	135.5	138.8	+ 3.3	...
Dorchester	134.9	138.5	+ 3.6	...
Wicomico	136.2	138.4	+ 2.2	...
Somerset	136.1	138.2	+ 2.1	...
Calvert	133.2	137.4	+ 4.2	...
Anne Arundel	133.2	131.1	....	—2.1
St. Mary's	133.8	130.4	....	—3.4
Kent	126.0	128.8	+ 2.8	...
Charles	130.0	125.0	....	—5.0

DAYS IN SESSION

The colored schools in the counties were in session on the average 2.1 more days in 1922 than in 1921. Fifteen counties increased the number of days in session, while seven counties showed a slight decrease. Several counties made notable improvement; e. g., Caroline increased from 124.4 to 141.1 days; Queen Anne's from 138.2 to 150 days; Cecil from 175.5 to 187 days; Montgomery from 136 to 143.6 days.

It is of interest to note that three counties had in 1922 a session of more than 180 days; four counties a session of more than 160 but less than 180 days; five counties a session of more than 140 but less than 160 days; ten counties a session of fewer than 140 days.

The failure in ten counties to comply with the law requiring that colored schools be open 140 days is probably due to:

1. Lack of respect for a contract on the part of colored teachers through
   (a) failure to report at the beginning of the year
   (b) leaving the school during the year without notifying the superintendent.
2. Failure of the community to notify the superintendent promptly of the conditions in 1 above.
3. Delay in selection of teachers until no suitable and responsible teachers are available.

These conditions can be remedied only by imbuing colored teachers with a sense of the importance of respecting their contracts, by educating the colored community to the desirability of keeping their schools open, and by county superintendents' selecting their staffs early in the year, when graduates of the institutions which train teachers best are available.

ENROLLMENT, ATTENDANCE AND TEACHERS

In 1922 the colored enrollment in the counties, nearly 32,000, was more than twice that in Baltimore City. The average attendance in the counties, 20,658, showed an increase of 1,186, or 7 per cent., over the previous year. In Anne Arundel, Worcester, Talbot, Dorchester, and Montgomery Counties there were increases in attendance of more than one hundred colored pupils. (Chart E, page 22, shows the distribution of average attendance of white and colored pupils in the counties.)

In the counties as a whole, there are 727 colored teachers as against 416 in Baltimore City. The number of colored teachers ranges from 63 in Anne Arundel to none in Garrett. (See Chart F, page 23.)

TABLE 54

PER CENT. OF ENROLLMENT IN ATTENDANCE IN COLORED SCHOOLS

County	1921	1922	Annual Increase	Annual Decrease
State Average	67.6	69.8	+ 2.2	....
Baltimore City	75.7	77.7	+ 2.0	....
County Average	63.5	65.8	+ 2.3	...
Allegany	76.4	87.8	+11.4	...
Talbot	63.3	77.5	+14.2	...
Wicomico	76.3	77.2	+ 0.9	...
Frederick	72.5	71.3	....	—1.2
Washington	68.9	71.3	+ 2.4	...
Dorchester	66.6	69.4	+ 2.8	...
Queen Anne's	65.2	68.1	+ 2.9	...
Harford	65.0	66.9	+ 1.9	...
Somerset	61.6	66.3	+ 4.7	...
Cecil	66.0	65.5	....	—0.5
Baltimore	64.3	65.1	+ 0.8	...
Prince George's	62.4	64.0	+ 1.6	...
Montgomery	61.1	63.8	+ 2.7	...
Kent	60.0	62.9	+ 2.9	...
Worcester	60.5	62.4	+ 1.9	...
Caroline	61.6	62.2	+ 0.6	...
Anne Arundel	69.5	61.1	....	—8.4
Howard	63.9	59.8	....	—4.1
Carroll	57.1	57.6	+ 0.5	...
Charles	58.3	57.3	....	—1.0
Calvert	52.0	52.8	+ 0.8	...
St. Mary's	52.9	51.7	....	—1.2

PER CENT. OF ENROLLMENT IN ATTENDANCE

The enrollment in attendance in the average county was 2.3 per cent. higher in 1922 than in 1921. It is still, however, very low, not quite two thirds of the enrollment being in average attendance. This is about ten per cent. below the attendance in white elementary schools.

Marked improvement was made in Allegany, Talbot, and Somerset Counties, the two counties last named having many rural schools. The two colored schools in Allegany are located in cities and, since they serve only city populations, would be expected to have a good attendance. They are to be commended, nevertheless, for raising the percentage of attendance from 76.4 in 1921 to 87.8 in 1922. Several months in 1922, the Cumberland colored school led the Allegany white schools in per cent. of attendance.

Six counties show a decrease in attendance, but, except in Anne Arundel and Howard Counties, the loss is slight. Most of the counties which decreased are those already at the foot of the list, with an attend-

ance of less than 62 per cent. These counties have the greatest opportunity for improvement, if more attention is paid to the importance of regular attendance.

The variation in per cent. of attendance in the counties—51.7 in St. Mary's to 77.5 in Talbot—is too great. Or, to put it another way—if Talbot and Wicomico, the population of which is largely rural, can have a per cent. of attendance above 75, it should be possible, by patient, persistent effort, to raise considerably the per cent. in other counties.

Then, too, many colored teachers place all responsibility for regular attendance on the attendance officer of the county. They apparently feel no responsiblity whatever for getting pupils into school and for holding them there. Such teachers make little effort to find out causes of absence and fail to censure parents for keeping children out of school. Gradually, however, this attitude is changing.

Other elements that affect attendance of colored children are: poor school buildings, distance from school, poverty, indifference on the part of white communities.

The colored people are beginning to realize that lesson hearing is not necessarily teaching. In many cases, therefore, where the teacher is poorly equipped, the parents deliberately keep their children away from school.

It sometimes happens that the school building will not house comfortably all the children of a community. The parents use this fact as an excuse for keeping their children out of school.

In many sections colored families live from two to four miles from the schools to which their children must go. Rain, snow, and very cold weather all tend to keep these children from school. It is, however, not always possible to locate school buildings so that this condition may be remedied.

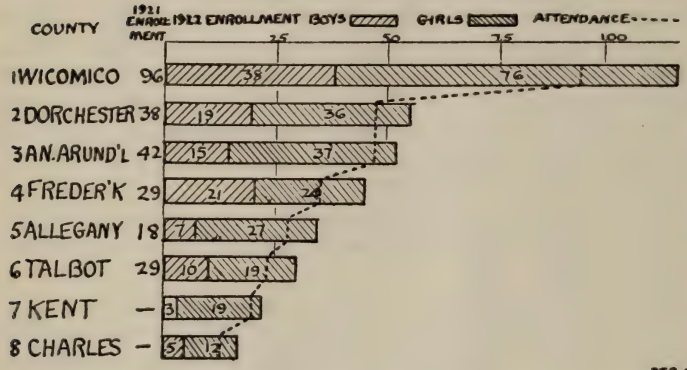
Poverty is another factor in poor attendance. While work is plentiful in the rural sections, many of the colored people have not yet learned to save. Their money, regardless of the amount, is spent soon after it is made. As a result, their children often have no comfortable clothing to wear to school.

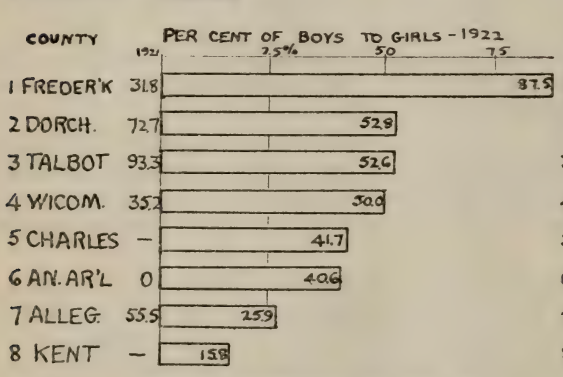
There is a tendency on the part of some white people to overlook a delinquency by the colored people, simply because they are colored. As a rule, it is not expected that colored people will have the same zeal as white people for the progress of their children nor the same interest in seeing that they receive a common school education. For this reason, absence excuses which would not be tolerated from white people are accepted when offered by colored people.

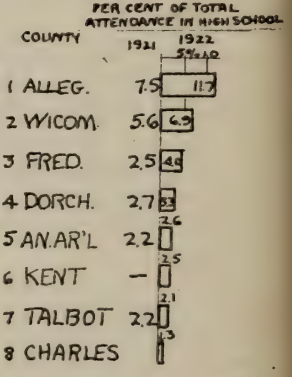
A passive attitude on the part of many white people toward compulsory attendance of colored children is another cause of the poor showing of the attendance figures for colored pupils. This attitude is in some quarters reflected in a laxity in the enforcement of the compulsory attendance law among colored people.

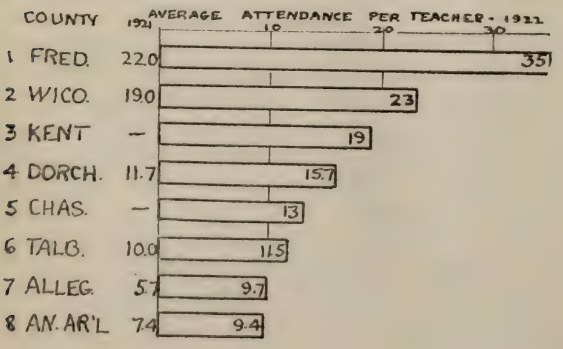
CHART c

COLORED HIGH SCHOOLS, BY COUNTIES, 1921 AND 1922, ENROLLMENT, ATTENDANCE, RATIO OF BOYS TO GIRLS, AND OF HIGH SCHOOL ATTENDANCE TO TOTAL ATTENDANCE, AND AVERAGE ATTENDANCE PER TEACHER


COUNTY
1921 ENROLLMENT
1922 ENROLLMENT BOYS GIRLS ATTENDANCE
25 50 75 100
1 WICOMICO 96 38 76
2 DORCHESTER 38 19 36
3 AN. ARUND'L 42 15 37
4 FREDER'K 29 21 24
5 ALLEGANY 18 7 27
6 TALBOT 29 16 19
7 KENT — 3 9
8 CHARLES — 5 13






COUNTY
1921 AVERAGE ATTENDANCE PER TEACHER - 1922
10 20 30
1 FRED. 22.0 35
2 WICO. 19.0 23
3 KENT — 19
4 DORCH. 11.7 15.7
5 CHAS. — 13
6 TALB. 10.0 11.5
7 ALLEG. 5.7 9.7
8 AN. AR'L 7.4 9.4

COLORED HIGH SCHOOLS

The first colored high school in the counties was organized in 1918. In 1921-22 there were eight such high schools. They meet an undoubted need in the colored school system. Among their most valuable services is creating and fostering among the colored people an interest in education, and a knowledge of right living.

The Chart at the top of page 188 shows that the enrollment for 1922 (368) was an increase of 116, or 46 per cent., over 1921. Eight counties are now doing some form of high school work which meets approved standards. The Salisbury High School has made progress, due, in all probability, to the fine school spirit of the colored people of Wicomico County.

The chart at the left center on page 188 shows that the per cent of boys to girls varied from 16 in Kent to 87 in Frederick, three of the counties—Dorchester, Talbot, and Wicomico—having half as many boys as girls. Frederick, Anne Arundel, and Wicomico made great improvement in bringing more boys into high school, but, on the other hand, the remaining counties showed a loss of boys.

The per cent of the total average attendance found in the high schools increased in every county except Talbot, nearly 12 per cent. in Allegany, and 7 per cent. in Wicomico being in high school in 1922.

The chart at the bottom of page 188 shows that the average attendance per teacher in these schools ranged from 9 to 35. In every school there was a larger attendance per teacher than in the preceding year.

If Maryland is to improve the educational and professional status of its colored elementary teachers and provide at the Bowie Normal and Industrial School the technical training needed by its graduates, high school work in the counties must become an essential part in the program of teacher training. As long as we must depend on other states for our trained teachers, so long will we have a changing, shifting staff whose place in the community is only temporary.

State aid to high schools, if the work meets approved standards, is available to the colored as well as to the white high schools and upon the same basis. The equalization fund may be used to raise the professional status of the colored as well as the white teachers and is available for the support of high and elementary schools organized according to approved standards.

AVERAGE ATTENDANCE PER TEACHER

In the colored elementary schools, probably on account of the growth in average daily attendance, the attendance per teacher in the counties increased from 26.5 to 28.8. Certain counties, like Wicomico and Anne Arundel, showed a decrease in the attendance per teacher, owing to the opening of three new buildings in each county and the consequent employment of more teachers. In many of the counties, however, the num-

CHART d

AVERAGE ATTENDANCE PER COLORED ELEMENTARY TEACHER, BY COUNTIES, 1921 AND 1922

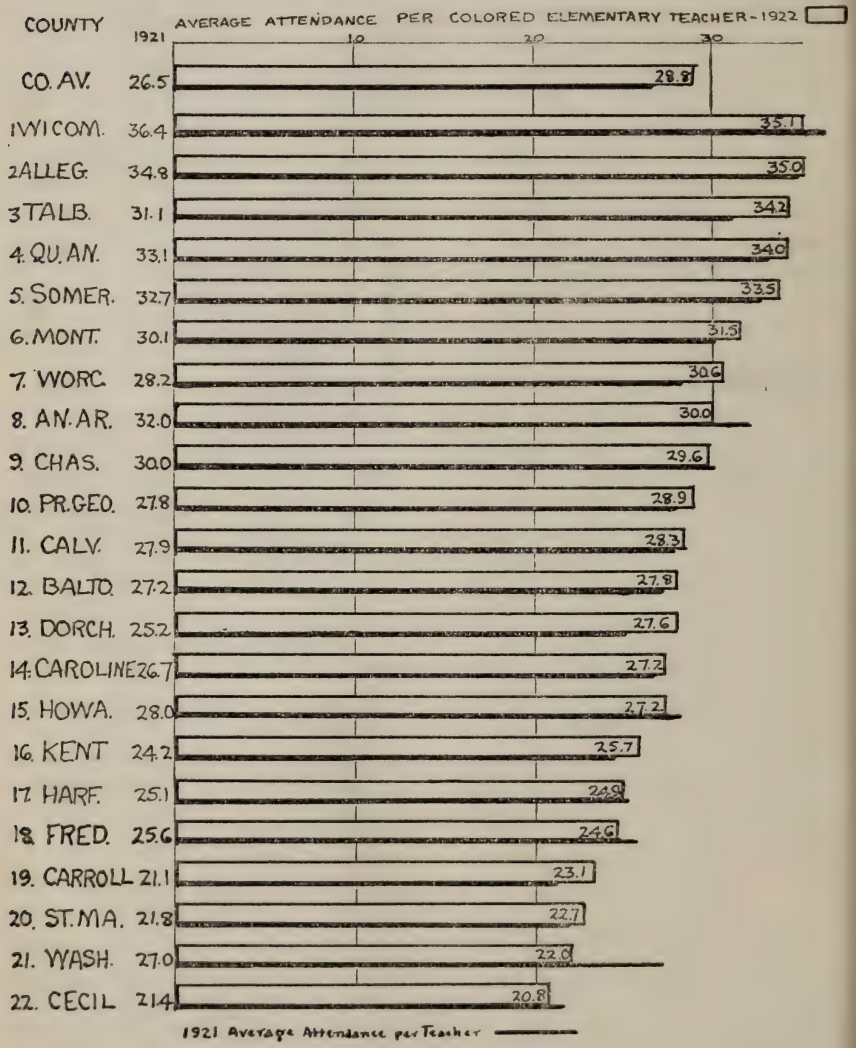
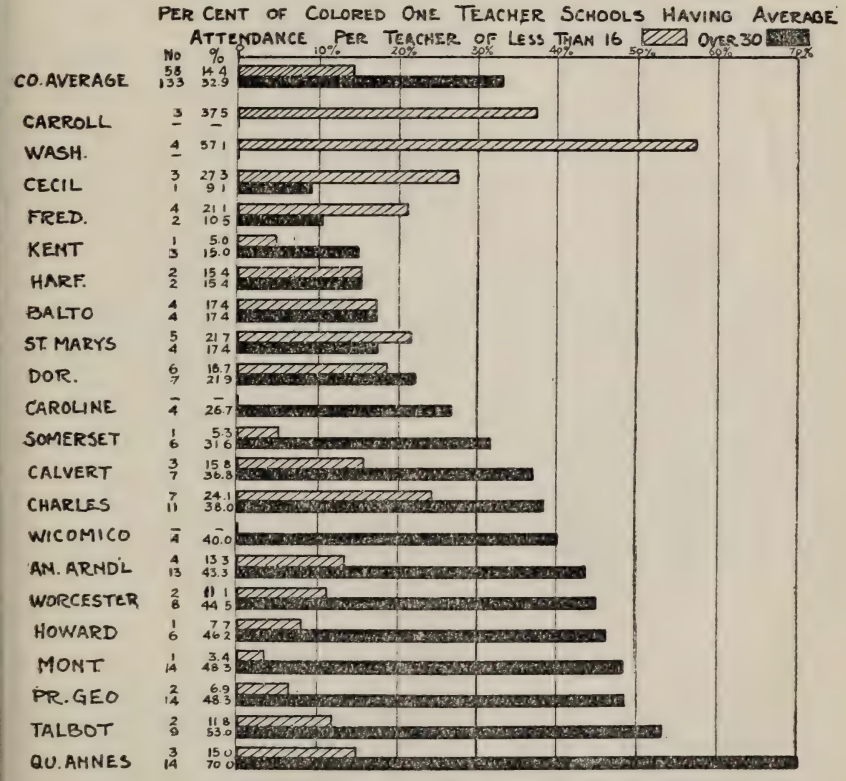


CHART e

NUMBER AND PER CENT OF COLORED ONE-TEACHER SCHOOLS HAVING AN AVERAGE ATTENDANCE OF LESS THAN 16 AND OVER 30, BY COUNTIES, YEAR ENDED JULY 31, 1922


PER CENT OF COLORED ONE TEACHER SCHOOLS HAVING AVERAGE ATTENDANCE PER TEACHER OF LESS THAN 16
OVER 30
No
%
0%
10%
20%
30%
40%
50%
60%
70%
CO. AVERAGE 58 14.4 133 32.9
CARROLL 3 37.5 — —
WASH. 4 57.1 — —
CECIL 3 27.3 1 9.1
FRED. 4 21.1 2 10.5
KENT 1 5.0 3 15.0
HARF. 2 15.4 2 15.4
BALTO 4 17.4 4 17.4
ST. MARYS 5 21.7 4 17.4
DOR. 6 18.7 7 21.9
CAROLINE — — 4 26.7
SOMERSET 1 5.3 6 31.6
CALVERT 3 15.8 7 36.8
CHARLES 7 24.1 11 38.0
WICOMICO — — 4 40.0
AN. ARND'L 4 13.3 13 43.3
WORCESTER 2 11.1 8 44.5
HOWARD 1 7.7 6 46.2
MONT 1 3.4 14 48.3
PR. GEO 2 6.9 14 48.3
TALBOT 2 11.8 9 53.0
QU. ANNES 3 15.0 14 70.0

ber of pupils to whom one teacher is assigned is too large for efficient work, but the employment of additional teachers must wait upon the construction of new buildings. (See Chart d.)

In the following counties the employment of additional teachers would be desirable, if buildings were available, and would be necessary if an assistant were appointed when the attendance rose above forty, and for each additional forty pupils attending thereafter. A study of individual schools shows that forty-eight additional teachers would be required as follows:

TABLE 55

NUMBER OF ADDITIONAL COLORED TEACHERS NEEDED

County	No.	County	No.
Worcester	1	Wicomico	5
Allegany	1	Prince George's	5
Kent	1	Montgomery	5
Calvert	3	Queen Anne's	5
Dorchester	3	Somerset	7
Charles	4		
Anne Arundel	4	Total	48
Talbot	4		

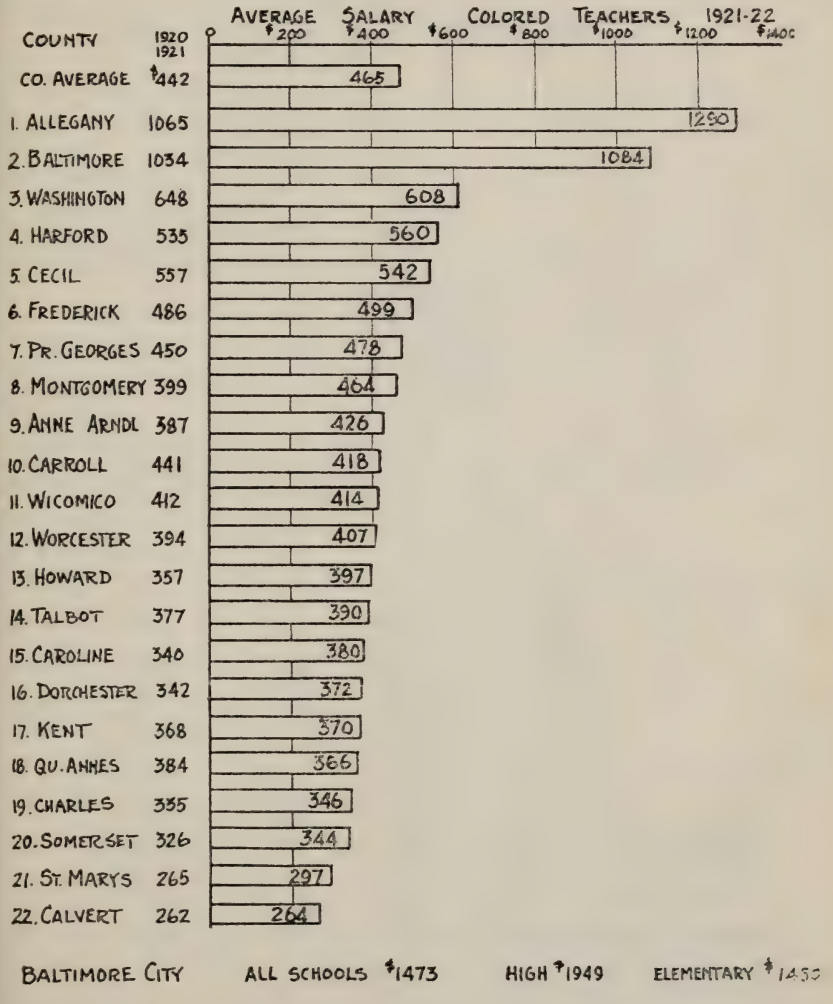
Another indication of the need for reducing large classes is revealed by a study of one-teacher schools having an attendance per teacher of over thirty. The black bars show that the problem among the colored one-teacher schools is one of enlarging the present buildings or constructing new ones, so that more teachers may be employed. The counties which are shown in this study to need more teachers are those which have the largest number and per cent. of one-teacher schools with an average attendance of over thirty. While there are 58 one-teacher schools with an average attendance of under sixteen, there are 133, or one third of all, which have more than 30 per teacher. The fact that there is a number of very large classes probably has an adverse effect on the per cent of attendance in the colored schools. (See Chart e.)

SALARIES OF TEACHERS

It is worthy of note that while the law did not require salaries of colored teachers to be increased in 1921-22, yet the county average was raised from $442 in 1920-21, to $465, or more than five per cent. There was an increase in all of the counties except Charles, Queen Anne's, Carroll, Cecil, and Washington. The increases were due to a raise in the basic salary in some of the counties, to the employment of teachers with higher grades of certificates and to the elimination of some provisionally certificated teachers, and to a longer school session in some cases. The counties which show the largest per cent. of increase are Allegany, Montgomery, Caroline, Howard. (See Chart f.)

CHART 1

AVERAGE ANNUAL SALARY OF COLORED TEACHERS, BY COUNTIES, 1921 AND 1922



On account of recent legislation which provides an increase of salary for experience and efficient service and also requires an additional month of school, the average annual salary will be materially increased in 1923 as compared with 1922. For example, in a county which pays only the minimum salary prescribed by the State law (and most counties use this schedule), a first grade teacher with eight years' experience was paid $65 a month for seven months. Under the law effective in September, 1922, if the work of that same teacher is rated as first class by the superintendent, she will receive $85 a month for eight months. This is an increase of practically fifty per cent.

The teacher who has had five years of experience and holds a first grade, first class certificate, as described above, will receive an increase of 32 per cent. over her salary for the previous year. Similarly a teacher with three years of experience will receive an increase of 23 per cent.

A considerable percentage of increase is provided also for teachers who hold second and third grade, first-class certificates and who have had more than three years of experience.

This piece of legislation will surely react favorably upon the colored school situation. The new salary schedule, with comparative figures from that which prevailed until September, 1922, are given below:

TABLE 56

NEW MINIMUM SALARY SCHEDULE PER MONTH FOR MARYLAND COLORED TEACHERS, EIGHT MONTHS REQUIRED

(Former Salary in Parentheses—Seven Months Required)

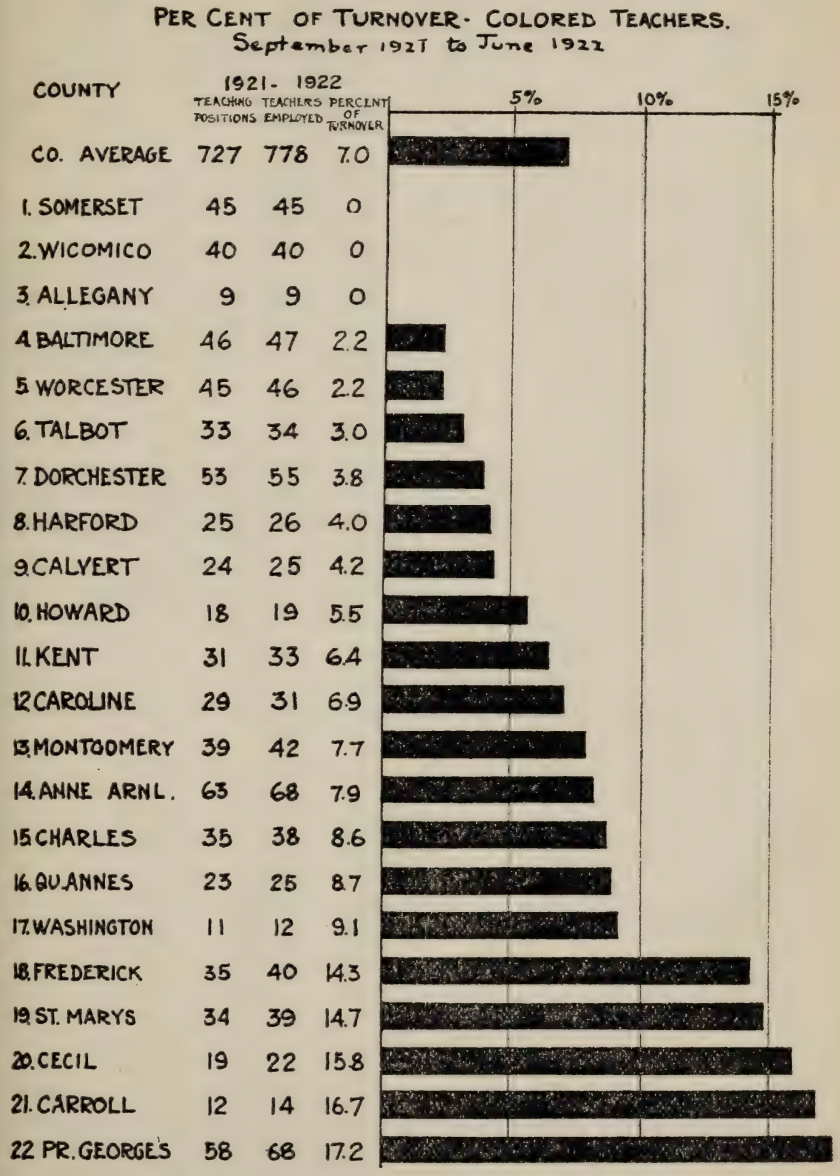
Grade of Certificate	Years of Experience 1-3	4-5	6-8	9+
ELEMENTARY SCHOOL TEACHER:				
Third Grade	$40.00	$45.00	....	....
	(40.00)	(40.00)	....	....
Second Grade	50.00	55.00	$60.00	....
	(50.00)	(50.00)	(50.00)	....
First Grade	65.00	70.00	75.00	$85.00
	(65.00)	(65.00)	(65.00)	(65.00)
HIGH SCHOOL TEACHER:				
Assistant	80.00	90.00	95.00	....
	(75.00)	(75.00)	(75.00)	....
Principal	95.00	110.00	120.00	....
	(90.00)	(90.00)	(90.00)	....
Principal with five assistants and 100 in attendance	105.00	120.00	130.00	....
	(90.00)	(90.00)	(90.00)	....

Provisional elementary school teachers receive $5 less per month and high school teachers $10 less than regularly qualified teachers. Increments with service are compulsory for first-class teachers only.

The increases for colored elementary teachers are given only to teachers of experience. In counties having only the minimum number of months in the school year, the additional month's salary also required may be considered an increase in salary.

CHART g

NUMBER AND PER CENT OF TURNOVER OF COLORED TEACHERS, BY COUNTIES, SEPTEMBER, 1921, TO JUNE, 1922



COUNTY	1921-1922 TEACHING POSITIONS	TEACHERS EMPLOYED	PERCENT OF TURNOVER
CO. AVERAGE	727	778	7.0
1. SOMERSET	45	45	0
2. WICOMICO	40	40	0
3. ALLEGANY	9	9	0
4. BALTIMORE	46	47	2.2
5. WORCESTER	45	46	2.2
6. TALBOT	33	34	3.0
7. DORCHESTER	53	55	3.8
8. HARFORD	25	26	4.0
9. CALVERT	24	25	4.2
10. HOWARD	18	19	5.5
11. KENT	31	33	6.4
12. CAROLINE	29	31	6.9
13. MONTGOMERY	39	42	7.7
14. ANNE ARNL.	63	68	7.9
15. CHARLES	35	38	8.6
16. QU. ANNES	23	25	8.7
17. WASHINGTON	11	12	9.1
18. FREDERICK	35	40	14.3
19. ST. MARYS	34	39	14.7
20. CECIL	19	22	15.8
21. CARROLL	12	14	16.7
22. PR. GEORGES	58	68	17.2

TURNOVER AMONG THE COLORED TEACHERS DURING THE YEAR

The turnover among the colored teachers from September, 1921, to June, 1922,—7 per cent.—was perhaps smaller than in former years.

It may be noted from Chart g that in three counties there were no changes during the year; in seven counties there was but one change; in five counties there were only two changes; in three counties, Cecil, Charles, and Montgomery, three; in three counties, St. Mary's, Frederick, and Anne Arundel, five; and in one county, Prince George's, ten changes.

Some elements which enter into the changing of teachers are: (1) inability to find a suitable boarding place in the school community; (2) an offer of a more profitable position elsewhere; (3) failure to qualify for as high a grade of certificate as had been expected, with, therefore, a correspondingly lower salary than had been hoped for; (4) a lack of fitness for teaching, with consequent dismissal; (5) a trial of teaching as an experiment or stepping stone to something else.

EXTENSION COURSES

An indication of the desire of colored teachers in the counties for opportunities for professional preparation and for further study of subject matter is given in the fact that one seventh of the teaching staff took advantage of the extension courses offered in 1921-22.

One hundred teachers took advantage of the opportunity to improve themselves through the extension courses. These were offered in five centers at Princess Anne, Cambridge, District Line, Annapolis and Frederick. Since satisfactory completion of these courses is, under certain conditions, accepted for certificate renewal in lieu of summer school attendance, fewer teachers were required to attend summer school in 1922.

FINANCING THE COLORED SCHOOLS

During 1921-22 nearly $530,000 was expended on the colored schools in the counties, and of this amount $92,000, or 17 per cent., was for capital outlay. Of the remaining $438,000 for current expense, over three fourths, or $350,000, was used for salaries of teachers. The distribution of the amounts spent per pupil for the various purposes other than general control is given below:

TABLE 56

EXPENDITURES ON COLORED SCHOOLS—COUNTIES OF MARYLAND—1921-1922

Purpose of Expenditure	Total Expenditures	Cost per Colored Pupil Based on Enrollment	Cost per Colored Pupil Based on Attendance	Per Cent. Devoted to
Instruction:				
Supervision	$19,740.97	$0.96	$0.63	4.5
Salaries	335,435.85	16.31	10.70	76.6
Text-books	17,020.17	0.83	0.54	3.9
Materials	6,657.58	0.32	0.21	1.5
Other	2,199.95	0.11	0.07	0.5
Total	$381,054.52	$18.53	$12.15	87.0
Operation	38,314.54	1.86	1.22	8.7
Maintenance	16,223.81	0.79	0.52	3.7
Auxiliary agencies	2,669.27	0.13	0.09	0.6
Total Current Expense	$438,262.14	$21.31	$13.98	100.0
Capital Outlay	91,606.73	4.46	2.92	....
Grand total	$529,868.87	*$25.77	*$16.90	....

*Exclusive of general control.

For detailed expenditures by counties, see table XXII, page 269.

SUPERVISION

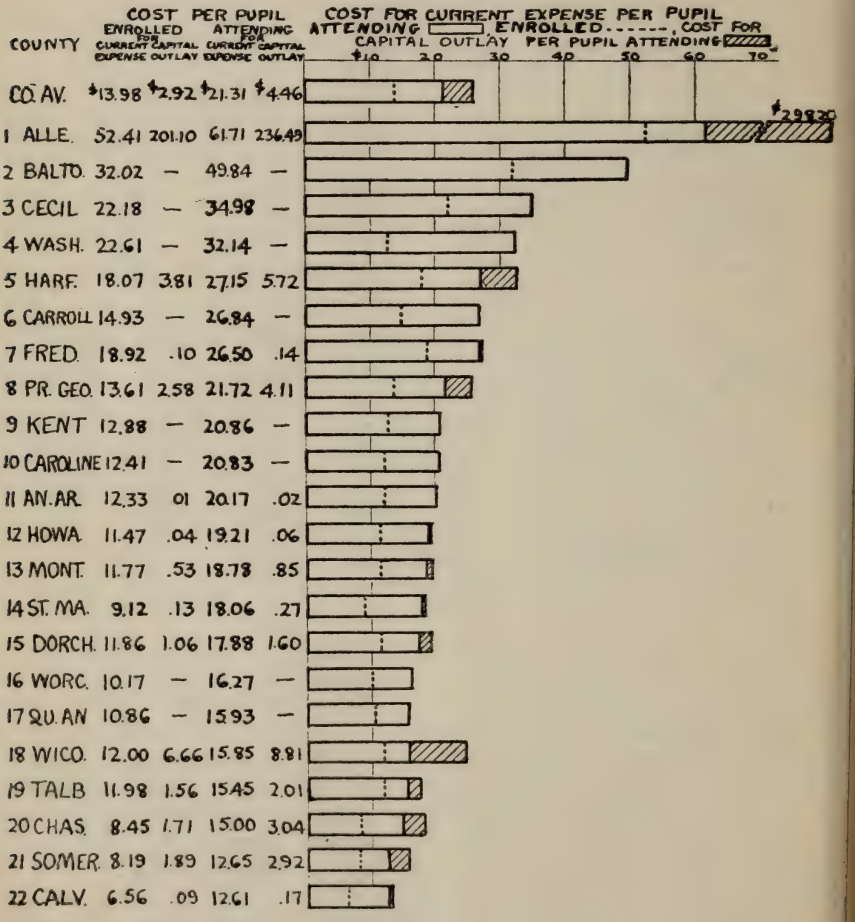
It will be noted that 4.5 per cent. of the total current expense was devoted to supervision. Funds for this purpose are provided by the State through the colored industrial fund. During 1921-22 there were colored supervisors in nineteen counties. The colored schools in Baltimore and Allegany counties are supervised by the assistant superintendents, and in Washington county by the rural school supervisor.

It is worth while for Marylanders to know just how much money is spent per pupil for the current running expenses of the colored schools. In the average county, the cost is $14.00 per pupil enrolled and $21 per pupil attending. (See Chart h.)

The average amount spent in individual counties varies from $6.56 per pupil enrolled in Calvert to $52.41 in Allegany. The corresponding figures, based on average attendance, are $12.61 and $61.71. It will be seen that the amounts are higher in the counties in which the teachers are paid high salaries and the schools are kept open longer than the minimum seven months required.

CHART h

COST, PER PUPIL ENROLLED IN AND ATTENDING COLORED SCHOOLS, FOR CURRENT EXPENSE AND CAPITAL OUTLAY, BY COUNTIES, YEAR ENDED JULY 31, 1922



CAPITAL OUTLAY EXPENDITURES

Chart h, showing expenditure per pupil for current expense, on page 198, includes also data on capital outlay. The counties which did the most during the year for the latter purpose are Allegany, Wicomico, Harford, Prince George's, Charles, and Somerset.* In this connection, it is worth while to know the value of colored school property back of each colored child enrolled. The average for the twenty counties reporting was $18.19. (See Chart i.) If Allegany, which has just spent $56,511 for a new colored school in Cumberland is excluded, the variation ranges from $4.15 in Howard County, which uses almost exclusively rented buildings, to $33.57 in Wicomico County. The median county owns colored school property valued at $12.55 per colored child.

Without question, every county except Allegany needs new buildings and alterations, and new equipment for existing buildings. In many counties the lodge hall and the church are still used for school purposes.

The aid extended by the Julius Rosenwald Fund acts as a stimulus in the construction of buildings. The sums available from this Fund for the year 1922-23, for buildings which meet the requirements, are as follows:

TABLE 57

AID PROVIDED BY ROSENWALD FUND

Type of School	Amount
One-teacher	$500.00
Two-teacher	700.00
Three-teacher	900.00
Four-teacher	1,100.00
Five-teacher	1,300.00
Six-teacher	1,500.00

During 1922, $9,900 was received from the Rosenwald Fund for eleven new buildings in the following counties:

TABLE 58

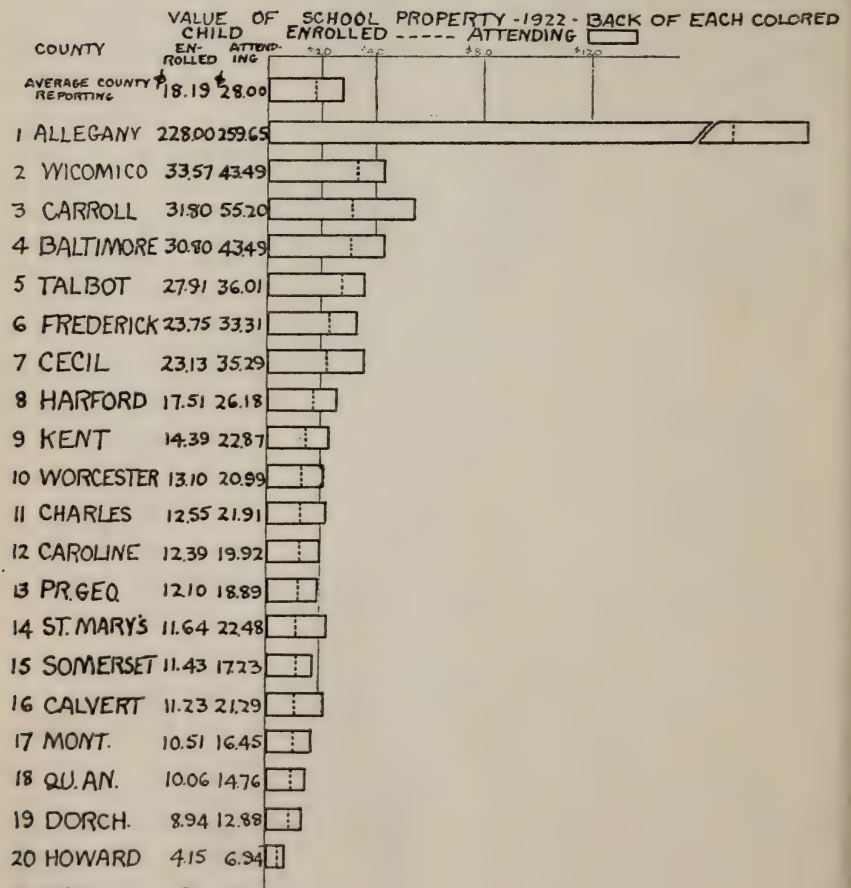
BUILDINGS FOR COLORED CHILDREN FOR WHICH ROSENWALD AID WAS RECEIVED IN 1922

County	No. of Buildings	No. of Rooms	Rosenwald Aid Received	County Funds	Colored People	Gifts	Total Cost
Anne Arundel	3	6	$2,400	$8,500	$800	$500	$12,200
Wicomico	3	5	2,100	9,000	1,000	400	12,500
Prince George's	1	6	1,600	5,800	6,700	500	14,600
Somerset	1	6	1,400	3,800	.....	...	5,200
Talbot	1	2	800	2,700	300	200	4,000
Dorchester	1	2	800	2,300	200	200	3,500
Howard	1	2	800	900	1,000	300	3,000
Total	11	29	$9,900	$33,000	$10,000	$2,100	$55,000

*Anne Arundel is omitted from this list because the expenditures for capital outlay in colored schools were not included in the annual report of the county superintendent.

CHART i

VALUE OF COLORED SCHOOL PROPERTY BACK OF EACH COLORED PUPIL ENROLLED AND ATTENDING, BY COUNTIES, YEAR ENDED JULY 31, 1922



It will be noted that the colored people in every county except Somerset contributed something toward the new buildings and, in Prince George's, provided over one half of the total cost. With the Rosenwald Aid and the amounts raised by the colored people themselves, the county in no case contributed more than three-fourths of the cost of the building.

Within the last three years $123,000 have been expended on new buildings, toward which the Rosenwald Fund has contributed $19,000. The counties which have received aid from this fund in 1921 and 1920 are listed in the table following:

TABLE 59

COUNTIES RECEIVING AID FROM ROSENWALD FUND IN 1921 AND 1920

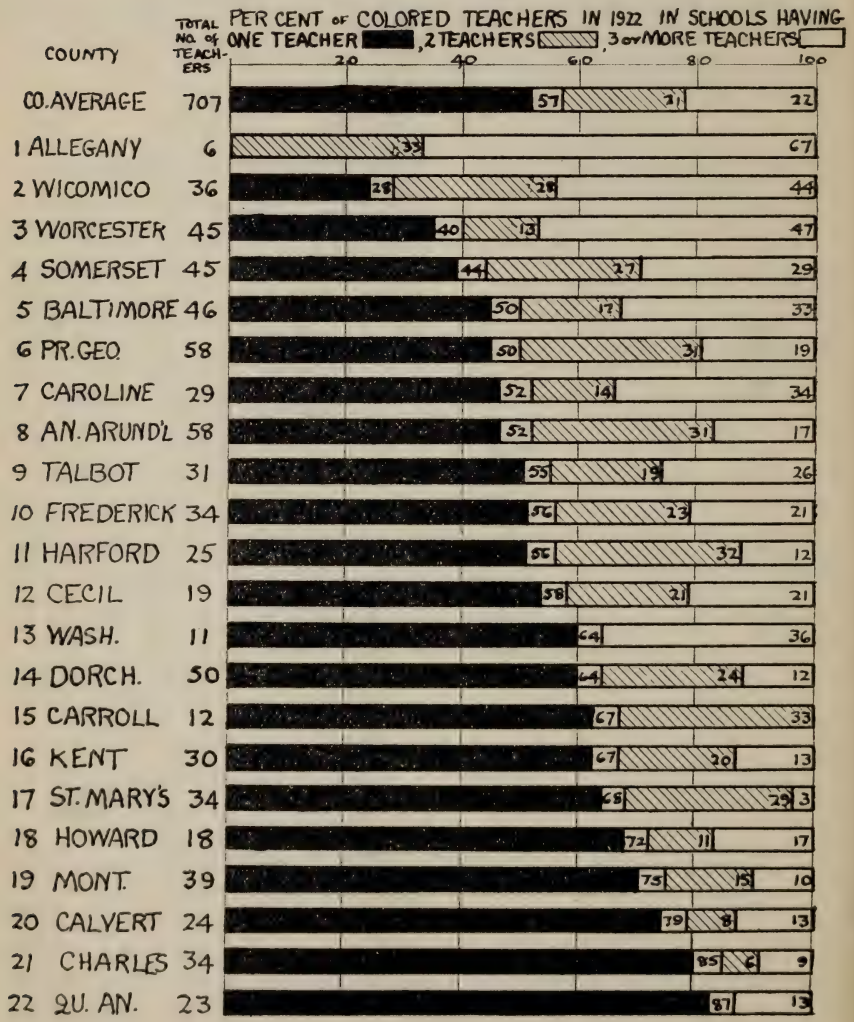
County	No. of Rooms	Rosenwald Aid	Total Cost
1921			
Charles	4	$1,200	$12,626
Calvert	2	1,000	8,200
Montgomery	2	800	7,300
Worcester	3	1,000	5,500
St. Mary's	2	800	3,852
Carroll	1	500	3,192
Total, 1921	14	$5,300	$40,670
1920			
Talbot	5	$500	$7,500
Worcester*	4	1,300	5,000
Wicomico	3	500	6,300
Harford	1	400	3,800
Caroline	2	400	2,200
Frederick	1	350	1,450
Carroll	1	350	1,275
Total, 1920	17	$3,800	$27,525

*Three buildings.

Of the 728 colored elementary teachers in the counties, 57 per cent. are teaching in one-teacher schools, 21 in two-teacher schools, and 22 per cent. in schools having 3 or more teachers. (See Chart j.) While Allegany has no one-teacher schools and Wicomico has only 28 per cent. of its teachers in such schools, 87 per cent. of Queen Anne's colored staff and 85 per cent. of Charles' are teaching in one-teacher schools. Larger, consolidated schools would make possible more effective work, since each teacher would handle fewer grades. In such schools, a better grouping of pupils is possible and the larger schools can usually be organized so that there is a reasonably large group per teacher.

CHART j

PER CENT OF COLORED TEACHERS TEACHING IN SCHOOLS HAVING ONE TEACHER, TWO TEACHERS, AND THREE OR MORE TEACHERS, BY COUNTIES, YEAR ENDED JULY 31, 1922


COUNTY
TOTAL NO. of TEACHERS
PER CENT of COLORED TEACHERS IN 1922 IN SCHOOLS HAVING
ONE TEACHER, 2 TEACHERS, 3 or MORE TEACHERS
20
40
60
80
100
CO. AVERAGE 707 57 21 22
1 ALLEGANY 6 33 67
2 WICOMICO 36 28 28 44
3 WORCESTER 45 40 13 47
4 SOMERSET 45 44 27 29
5 BALTIMORE 46 50 17 33
6 PR. GEO. 58 50 31 19
7 CAROLINE 29 52 14 34
8 AN. ARUND'L 58 52 31 17
9 TALBOT 31 55 19 26
10 FREDERICK 34 56 23 21
11 HARFORD 25 56 32 12
12 CECIL 19 58 21 21
13 WASH. 11 64 36
14 DORCH. 50 64 24 12
15 CARROLL 12 67 33
16 KENT 30 67 20 13
17 ST. MARY'S 34 68 29 3
18 HOWARD 18 72 11 17
19 MONT. 39 75 15 10
20 CALVERT 24 79 8 13
21 CHARLES 34 85 6 9
22 QU. AN. 23 87 13

It is encouraging to note that most of the counties are considering the problem of the size of the school and are erecting two-teacher schools wherever practicable. Anne Arundel and Wicomico each built three two-teacher schools in 1922, and Prince George's will have built by Christmas, 1922, at least three of them.

OVER-AGENESS BY GRADES

An age-grade study made in October, 1921, throws some light on the retardation of the colored pupils in the counties of Maryland, exclusive of Baltimore City. Since the study was made early in the year, between 5,000 and 6,000 pupils, who, probably entered school late, are not included. In Table 60, page 205, the age-grade table for colored pupils is included. On the average two thirds of the colored children are over-age for their grade, if children in the first grade eight years old or over are considered over-age. (See Chart K, showing per cent. over-age in each grade.)

Since 50 per cent. of the children in the first grade are retarded, it means that many colored children are not brought into school when they reach the age of compulsory school attendance (7), and that after they do come to school they progress through the grades only with much repetition of work.

CHART K

PER CENT OF COLORED PUPILS ENROLLED IN EACH GRADE, OF MARYLAND COUNTIES, OCTOBER, 1921, WHO ARE UNDER AGE, OF NORMAL AGE, AND OVER AGE

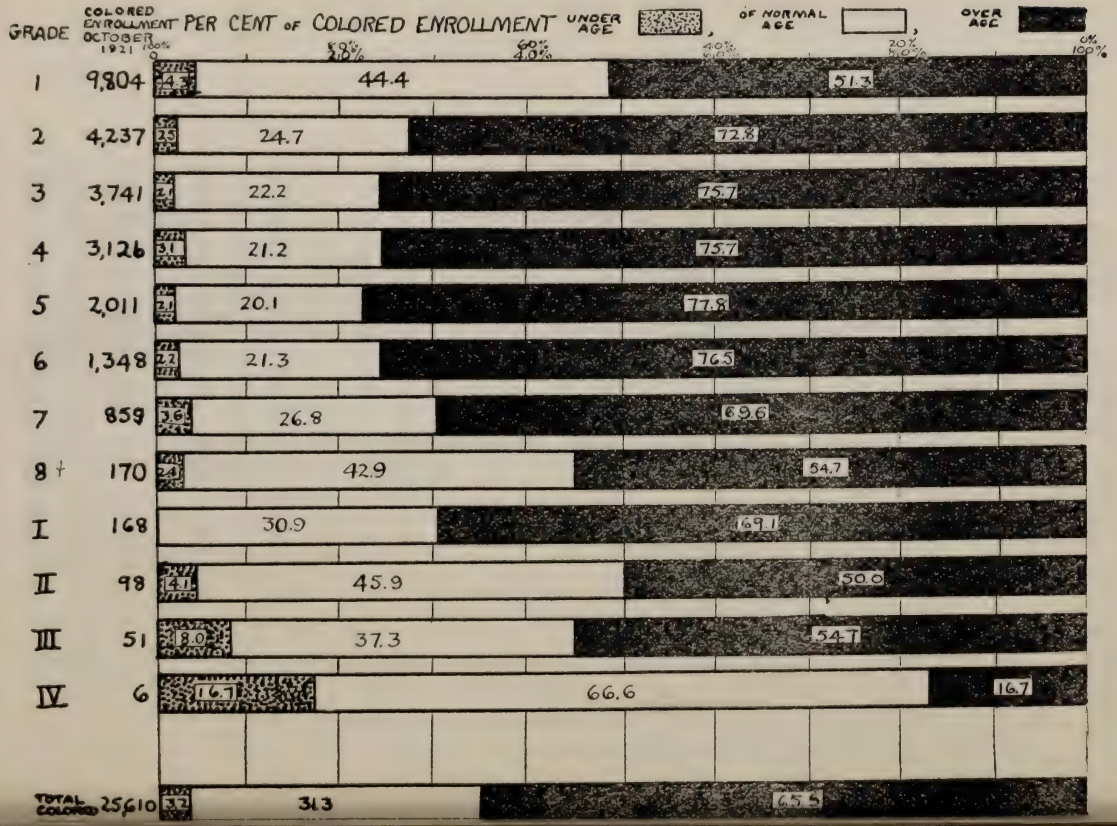


TABLE 60

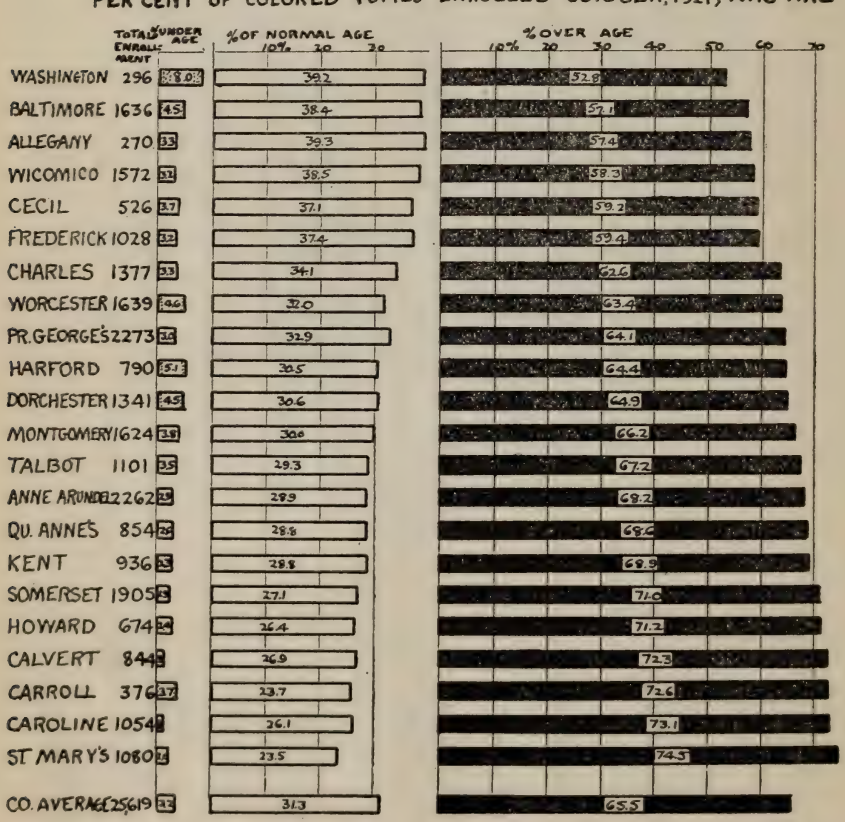
AGE*—GRADE STATISTICS FOR COLORED PUPILS†—MARYLAND COUNTIES, OCTOBER, 1921

Grade	5	6	7	8	9	10	11	12	13	14	15	16	17	18 or more	Total
1	420	2,202	2,150	1,775	1,154	872	512	370	201	84	41	21	1	1	9,804
2	4	105	346	699	813	705	587	464	260	166	53	25	5	5	4,237
3		12	65	282	549	701	654	603	421	250	126	66	12		3,741
4			25	73	211	451	581	552	516	413	207	68	22	7	3,126
5			4	12	27	124	280	413	401	360	252	98	27	13	2,011
6					4	25	89	198	326	304	246	117	30	9	1,348
7						2	29	69	161	241	200	115	35	7	859
8+							1	2	24	48	49	28	16	2	170
Total Elementary	424	2,319	2,590	2,841	2,758	2,880	2,733	2,671	2,310	1,866	1,174	538	148	44	25,296
I									20	32	46	32	27	11	168
II								1	3	11	34	14	16	19	98
III									3	1	12	7	7	21	51
V											1	1	3	1	6
Total High								1	26	44	93	54	53	52	323
Grand Total	424	2,319	2,590	2,841	2,758	2,880	2733	2672	2336	1910	1267	592	201	96	25,619

*Age taken as that of last birthday on September 1, 1921.
†Colored schools are organized with a seven-grade elementary course.

CHART 1

PER CENT OF COLORED PUPILS ENROLLED IN EACH COUNTY, OCTOBER, 1921, WHO ARE UNDER AGE, OF NORMAL AGE, AND OVER AGE



OVER-AGENESS BY COUNTIES

In Chart l, the counties are arranged in the order of the percentage of over-age pupils in the colored schools. It ranges from 52.8 per cent. in Washington County to 74.5 per cent. in St. Mary's. There is over twice as much over-ageness in the colored schools as in the white. The shorter school year, poorer attendance, poorer teaching, and lack of attention to the problem probably account for this condition, but the situation is so bad that even a little effort should bring great improvement.

HOLDING POWER OF THE COLORED SCHOOLS

Survival percentages have been worked out for the colored schools and are given for all of the counties as a group in Chart m.

Of the 340 pupils shown in the chart in grade 1, 240, or 71 per cent., are repeaters. About one-third repeat grade 2, and nearly one-fourth spend more than a year in the third grade. Colored pupils begin to drop out rapidly after the fourth grade, only 30 of each hundred remaining to complete the seventh grade, and two reaching the third year of high school.

Similar figures are given for the individual counties in Table 61.

In Tables 62 and 63, the number of pupils of each age and grade are given for the individual counties.

CHART m

PER CENT OF LARGEST AGE GROUP OF COLORED PUPILS ENROLLED IN MARYLAND COUNTIES, OCTOBER, 1921, SURVIVING TO EACH GRADE

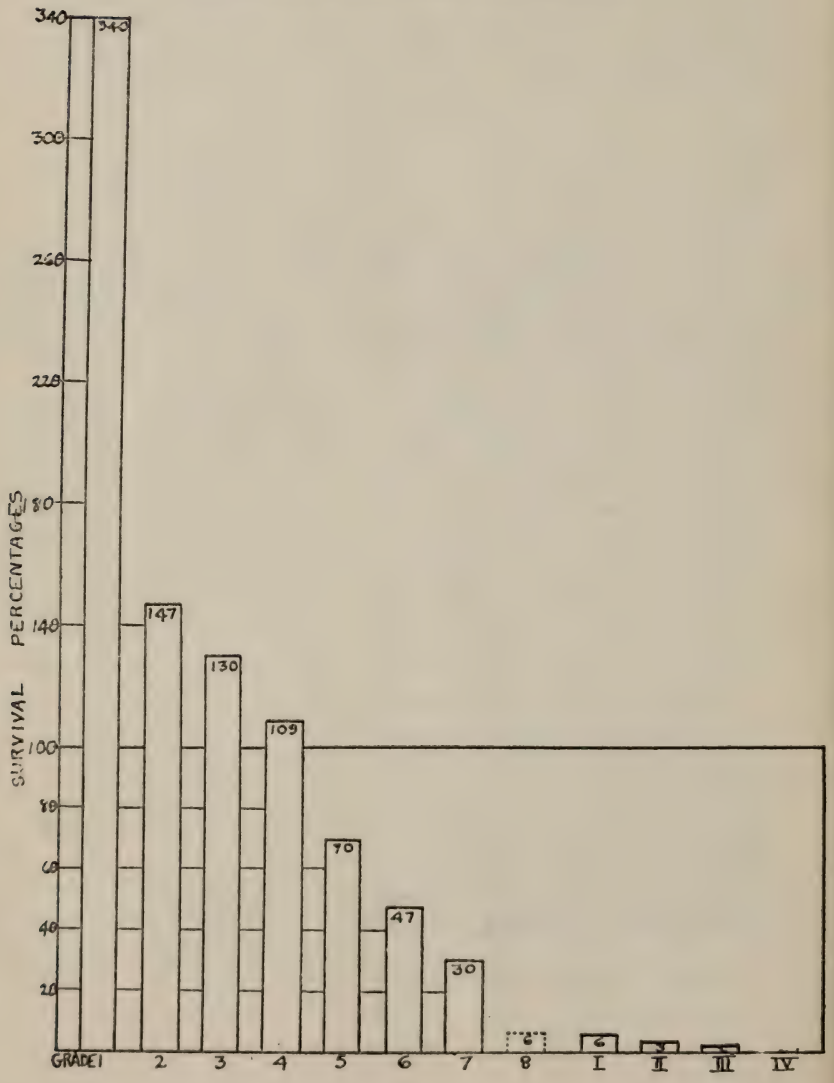


TABLE 61

HOLDING POWER BY GRADES IN ALL COLORED SCHOOLS IN EACH COUNTY

County	Grade								Year			
	1.	2.	3.	4.	5.	6.	7.	8 and 9	I.	II.	III.	IV.
Washington	(186)	(81)	100	98	(102)	(83)	(50)	(17)	...	...	...	...
Wicomico	223	146	111	118	81	68	49	....	(30)	15	(13)	...
Allegany	226	150	88	88	85	53	47	....	26	(29)	...	...
Baltimore	264	124	126	99	88	64	46	(40)	...	...	...	...
Cecil	305	115	102	(147)	82	82	42	7	...	...	...	...
Somerset	330	142	136	(79)	75	42	40	16	...	...	...	...
Harford	254	134	132	110	83	42	37	14	...	...	...	...
Talbot	305	145	141	94	71	42	36	....	12	6	3	...
Frederick	288	133	132	138	76	54	36	....	25	12	...	...
Prince George's	322	153	117	83	51	44	34	....	...	...	...	...
Caroline	314	105	(146)	93	46	41	29	4	...	...	...	...
Kent	351	115	98	110	(38)	42	27	....	16	5	...	...
Dorchester	326	119	106	117	67	39	22	....	15	8	9	...
Carroll	302	127	132	143	86	43	18	2	...	...	...	...
Worcester	361	119	118	101	72	34	17	....	...	...	...	...
Charles	256	137	105	79	44	31	16	8	...	...	...	...
St. Mary's	364	151	121	102	55	34	16	....	...	...	...	...
Queen Anne's	290	127	103	86	58	30	16	3	...	...	...	...
Calvert	(388)	125	113	99	39	(26)	14	....	...	...	...	...
Anne Arundel	325	156	145	106	56	33	13	....	7	8	3	(2)
Montgomery	367	121	(84)	82	61	35	13	1	...	...	...	...
Howard	347	(182)	118	105	57	32	(11)	1	...	...	...	...
Total	340	147	130	109	70	47	30	6	6	3	2	0

TABLE 62

ENROLLMENT BY GRADES IN ALL COLORED SCHOOLS EACH COUNTY, OCTOBER, 1921

County	Grade								Year			
	1.	2.	3.	5.	5.	6.	7.	8 and 9	I.	II.	III.	IV.
Allegany	77	51	30	30	29	18	16	....	9	10	...	...
Anne Arundel	862	414	384	280	148	87	34	....	19	20	8	6
Baltimore	539	253	258	202	180	130	93	81	...	...	...	...
Calvert	407	131	119	104	41	27	15	....	...	...	...	...
Caroline	427	143	198	126	62	56	40	5	...	...	...	...
Carroll	133	56	58	63	38	19	8	1	...	...	...	...
Cecil	183	69	61	88	49	49	25	4	...	...	...	...
Charles	525	281	216	163	91	63	32	16	...	...	...	...
Dorchester	527	193	171	190	108	64	35	....	25	13	15	...
Frederick	331	153	152	159	87	62	41	....	29	14	...	...
Harford	252	133	131	109	82	42	37	14	...	...	...	...
Howard	274	144	93	83	45	25	9	1	...	...	...	...
Kent	411	135	115	129	44	49	32	....	16	5	...	...
Montgomery	782	258	178	175	129	74	27	1	...	...	...	...
Prince George's	910	433	331	235	144	125	95	....	...	...	...	...
Queen Anne's	348	152	123	103	69	36	19	4	...	...	...	...
St. Mary's	466	193	155	131	70	44	21	....	...	...	...	...
Somerset	744	319	306	177	169	95	90	36	...	...	...	...
Talbot	396	186	181	120	91	54	46	....	15	8	4	...
Washington	78	34	42	41	43	35	21	7	...	...	...	...
Wicomico	410	269	204	217	149	126	90	....	55	28	24	....
Worcester	722	237	235	201	143	68	33	....	...	...	...	...
Total	9,804	4,237	3,741	3,126	2,011	1,348	859	170	168	98	51	6

ENROLLMENT BY AGES IN ALL COLORED SCHOOLS IN EACH COUNTY, OCTOBER, 1921

County	Ages														
	5 or less	6.	7.	8.	9.	10.	11	12	13	14	15	16	17	18 or over	Total
Allegany	8	24	28	34	26	20	26	29	22	20	18	8	3	4	270
Anne Arundel	37	182	220	261	219	265	264	220	202	206	110	60	13	3	2,262
Baltimore	30	147	151	204	195	189	187	199	187	129	88	22	8	..	1,736
Calvert	..	97	81	99	94	105	92	99	71	57	31	18	..	..	844
Caroline	8	91	89	116	89	119	136	115	110	93	45	31	14	1	1,057
Carroll	9	28	28	43	38	38	38	44	36	38	26	8	2	..	376
Cecil	8	58	56	55	47	59	50	60	45	44	34	9	3	..	528
Charles	22	126	123	164	205	178	163	126	114	91	46	27	2	..	1,387
Dorchester	32	124	133	162	146	142	155	120	116	90	66	21	16	18	1,341
Frederick	14	115	109	106	99	109	100	104	97	74	65	21	9	6	1,028
Harford	27	72	58	87	76	99	84	81	73	67	45	26	3	2	800
Howard	13	51	73	72	76	79	71	67	68	51	29	20	4	..	674
Kent	17	94	94	117	89	111	91	88	98	54	45	20	14	4	936
Montgomery	48	162	183	198	213	172	162	172	131	98	62	18	4	1	1,624
Prince George's	44	210	263	233	271	282	223	266	200	140	92	43	4	2	2,273
Queen Anne's	6	86	87	79	71	115	94	120	45	64	41	37	7	2	854
St. Mary's	16	83	104	118	119	127	109	128	115	74	49	22	13	3	1,080
Somerset	16	138	198	191	225	210	192	196	192	162	128	54	29	5	1,936
Talbot	27	87	119	122	92	113	130	107	94	93	71	27	5	14	1,101
Washington	..	34	21	26	42	40	38	25	24	33	9	6	3	..	301
Wicomico	10	138	172	184	154	126	159	143	156	118	102	60	31	19	1,572
Worcester	32	172	200	170	172	182	169	163	140	114	65	34	14	12	1,639
Total	424	2,319	2,590	2,841	2,758	2,880	2,733	2,672	2,336	1,910	1,267	592	201	96	25,619

PHYSICAL EDUCATION IN THE COLORED SCHOOLS

In nineteen counties in 1922 the Public Athletic League, under the leadership of Dr. William Burdick, held a Field Day for the colored pupils. Allegany, Washington, and Howard Counties were the only exceptions. Mr. William S. Pitman, acting as State Field Leader, and three assistants conducted these meets. Interest in the Field Day seems to be increasing and is improving the morale of the colored schools. In many instances boys who would otherwise have withdrawn from school have remained in order to participate in the Field Day contests.

The meets were attended by large numbers of colored people from all sections of the county and a good social spirit was developed. In some counties pupils and teachers paraded, with the assistance of a brass band.

The day was generally used also to display types of handwork as well as concrete results of other schoolroom activities in all the schools of the county. The exhibits were held in the school buildings and were well arranged.

From Table 64 it may be seen how general the participation was. In Cecil, Talbot, Wicomico, and Carroll Counties more than ninety per cent. of the schools were represented at the meets. The smallest percentage of representation is found in Baltimore, Anne Arundel, Dorchester, and Worcester Counties.

In column 3 it can be seen that in every county more than one-half of the schools represented scored points in the track and field events. This means that their pupils came out first, second, third, or fourth in the events.

TABLE 64

COUNTY ATHLETIC MEETS, 1922—COLORED SCHOOLS

COUNTY	Schools Represented		No. Schools Scoring Points in Track and Field Meet*	Track and Field Entrants Competing	Dodge Ball Teams	
	Number	Per Cent.			Boys	Girls
Anne Arundel	12	30	10	138	5	10
Baltimore	7	23	7	94	4	5
Calvert	17	81	14	212	9	12
Caroline	14	70	9	153	9	12
Carroll	9	90	7	96	5	6
Cecil	14	100	9	87	5	7
Charles	21	68	10	221	8	12
Dorchester	14	35	10	263	13	20
Frederick	19	76	13	198	9	11
Harford	14	74	10	191	4	8
Kent	20	83	16	207	9	12
Montgomery	22	67	17	338	15	18
Prince George's	20	49	14	140	15	27
Queen Anne's	17	81	14	203	14	18
St. Mary's	21	75	15	217	9	11
Somerset	19	66	16	248	10	10
Talbot	21	96	13	240	5	18
Wicomico	18	95	10	319	9	13
Worcester	10	38	9	182	8	14
Total, counties	309	60	223	3,747	165	244
Baltimore City	19	70	18	678	12	31
Total State	328	60	241	4,425	177	275

*Schools scoring points had pupils who came out first, second, third or fourth in the events.

Montgomery County had the largest number of boys actually competing in the track and field events, with Wicomico a close second. The dodge ball teams competing are given in the last two columns of the table.

The badge test, the results of which are given in Table 65, represents an important phase of State-wide athletics. Two of the three requirements necessary in this test must be satisfied in the school before the day of the meet and under the supervision of the teacher. The teacher, therefore, definitely participates in the work.

The standards which must be attained by the boys and girls for the three badges, bronze, silver, gold, are as follows:

BOYS

FIRST TEST FOR BRONZE BADGE:
Pull Up (chinning)—4 times.
Standing Broad Jump—5 ft. 9 in.
60-yards Dash—9 seconds.

SECOND TEST FOR SILVER BADGE:
Pull Up (chinning)—6 times.
Standing Broad Jump—6 ft. 6 in.
100-yards Dash—13 2-5 sec.

THIRD TEST FOR GOLD BADGE:
Pull Up (chinning)—9 times.
Running High Jump—4 ft. 4 in.
220-Yards Dash—28 seconds.

No age or weight limit is fixed; any boy may enter any test at any time the teacher is willing to act as judge, *provided he has passed the preceding test.*

These tests are simple, consist of events which are interesting, and are generally understood. The test requires only simple apparatus and a comparatively small space.

The following general rules shall govern. No boy is permitted to receive more than one badge for any grade in any one year, and must pass them in order—bronze, silver, gold. No boy may receive more than three badges. It is necessary to qualify in all three events in any one class in order to win a badge. There shall be but one trial in the dashes.

GIRLS

FIRST TEST FOR BRONZE BADGE:
Balancing—once in 2 trials.
Leg Raising—10 times.
Far-throwBasketball—25 feet.

SECOND TEST FOR SILVER BADGE:
Balancing—once in 2 trials.
Leg Raising—2 times.
Far-throw Basketball—35 feet.

THIRD TEST FOR GOLD BADGE:
Trunk Raising—12 times.
Volley Ball Service—8 times in 10 trials.
Round-arm Basketball Throw—55 feet.

Any girl may try any test at any time the teacher is willing to act as judge. A girl of any age or weight is eligible. The same rules govern contests as in the boys' Badge Test.

TABLE 65

CONTESTANTS AND WINNERS IN BADGE TEST—COLORED SCHOOLS, 1922

COUNTY	BOYS						GIRLS					
	Contestants			Winners			Contestants			Winners		
	Bronze	Silver	Gold	Bronze	Silver	Gold	Bronze	Silver	Gold	Bronze	Silver	Gold
Anne Arundel	122	26	12	41	8	0	76	22	0	62	7	0
Baltimore	88	34	20	21	9	0	67	52	19	61	16	12
Calvert	192	39	2	36	6	0	163	39	0	69	14	0
Caroline	116	13	7	54	6	0	143	16	6	76	2	0
Carroll	71	11	4	20	6	1	57	24	4	29	9	4
Cecil	56	14	1	19	8	1	54	30	1	22	8	0
Charles	147	18	3	46	7	1	108	21	10	69	5	0
Dorchester	191	25	5	46	7	1	202	60	10	98	13	8
Frederick	289	73	11	10	8	0	198	53	4	63	25	3
Harford	62	16	5	87	20	1	78	26	0	53	14	0
Kent	95	27	4	47	10	1	103	37	5	36	11	1
Montgomery	193	56	9	122	27	0	161	68	18	83	32	13
Prince George's	205	61	4	101	30	0	225	57	16	88	15	7
Queen Anne's	55	24	12	25	0	0	64	3	2	37	0	0
St. Mary's	101	31	0	64	18	0	132	32	4	61	26	0
Somerset	109	39	5	21	3	0	63	29	18	37	2	7
Talbot	145	37	6	48	1	0	141	65	6	54	15	5
Wicomico	239	42	14	69	12	0	233	77	34	103	28	21
Worcester	49	11	8	18	4	0	77	21	9	54	6	3
Total counties	2,525	597	132	895	190	6	2,345	732	166	1,155	248	84
Baltimore City	515	52	5	248	32	0	444	0	0	357	0	0
Total State	3,040	649	137	1,143	222	6	2,789	732	166	1,512	248	84

ILLITERACY IN MARYLAND, 1920

Since in 1920, 62 per cent. of the illiterates in the counties 10 years of age and older were colored, the consideration of illiteracy is taken up in this report. According to the Federal Census, the colored illiterates in the counties numbered 23,582. Although this number is large, it represents an improvement in both number and per cent. over 1910. There were, in the counties, in 1920, approximately 9,000, or 7 per cent. fewer colored illiterates than in 1910. (See lower section of Chart n below.)

Similar figures for the counties for 1920 show that the number of colored illiterates varies from 131 in Allegany* to 2,359 in Anne Arundel. (See Chart p, p. 218.) The per cent. of the county colored population 10 years old and over which is illiterate averages 23 per cent., the variation in the counties ranging from 8.6 in Allegany* to 36 per cent. in St. Mary's. (See Charts o and q, pp. 217 and 219.)

*Garrett, with a negligible colored population, is omitted from consideration here.

CHART n

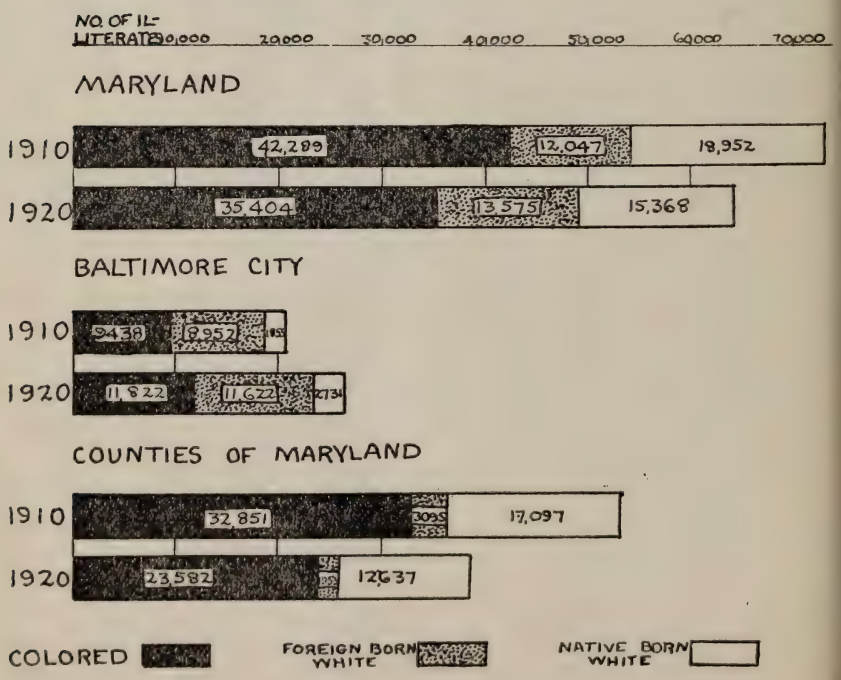


CHART o

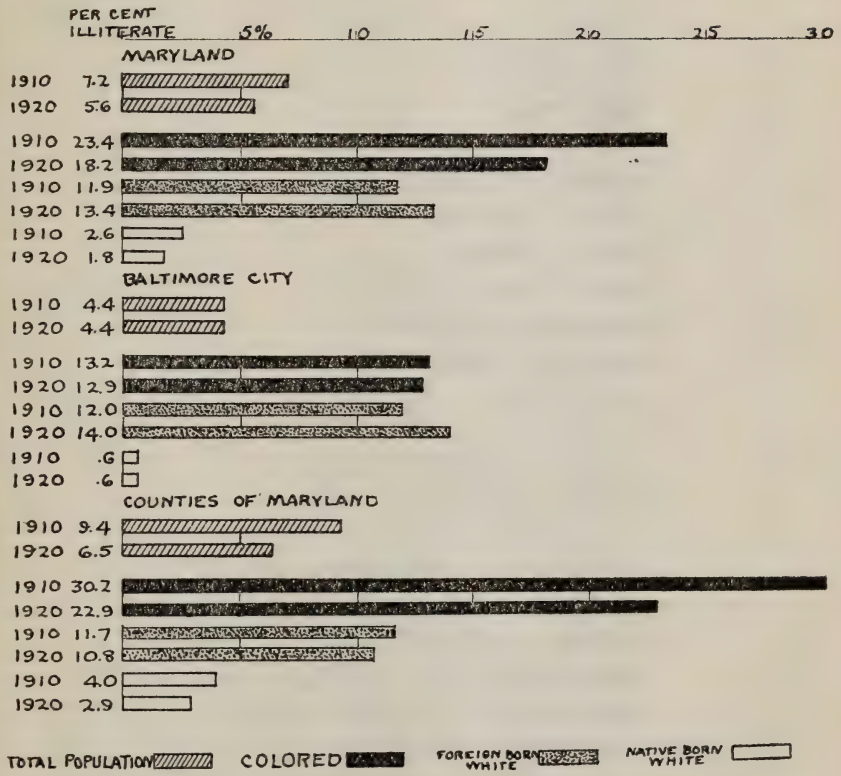

PER CENT ILLITERATE
5%
10
15
20
25
30
MARYLAND
1910 7.2
1920 5.6
1910 23.4
1920 18.2
1910 11.9
1920 13.4
1910 2.6
1920 1.8
BALTIMORE CITY
1910 4.4
1920 4.4
1910 13.2
1920 12.9
1910 12.0
1920 14.0
1910 .6
1920 .6
COUNTIES OF MARYLAND
1910 9.4
1920 6.5
1910 30.2
1920 22.9
1910 11.7
1920 10.8
1910 4.0
1920 2.9
TOTAL POPULATION
COLORED
FOREIGN BORN WHITE
NATIVE BORN WHITE

CHART p

NUMBER OF ILLITERATES IN COUNTIES OF MARYLAND
BY COLOR AND NATIVITY - 1920

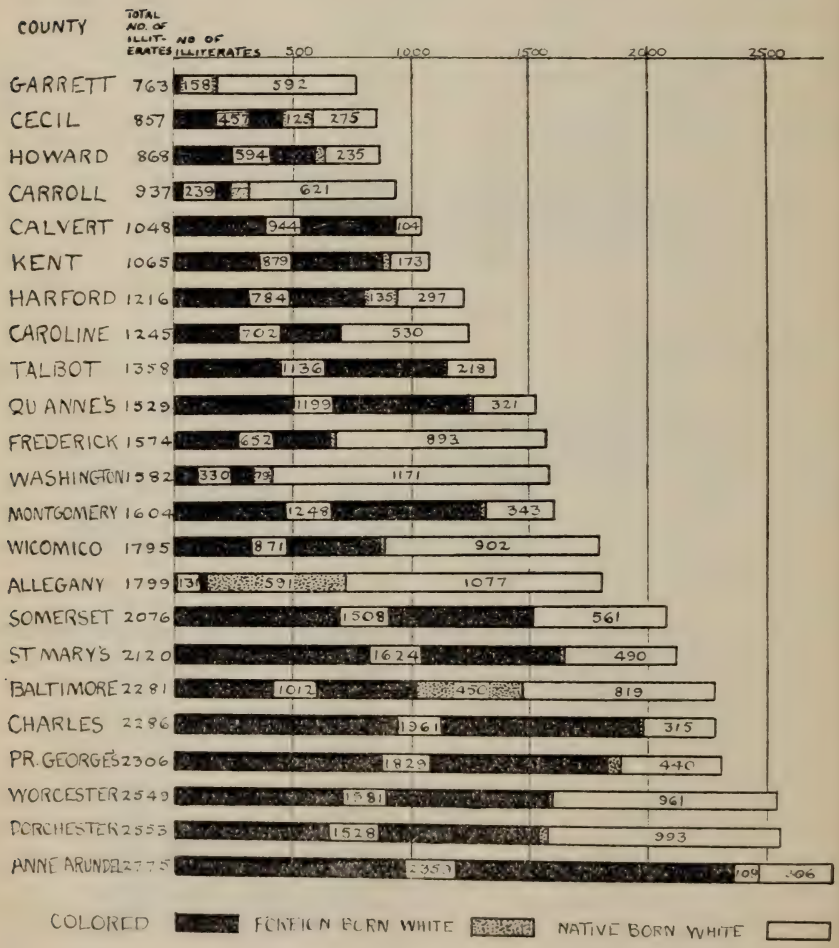
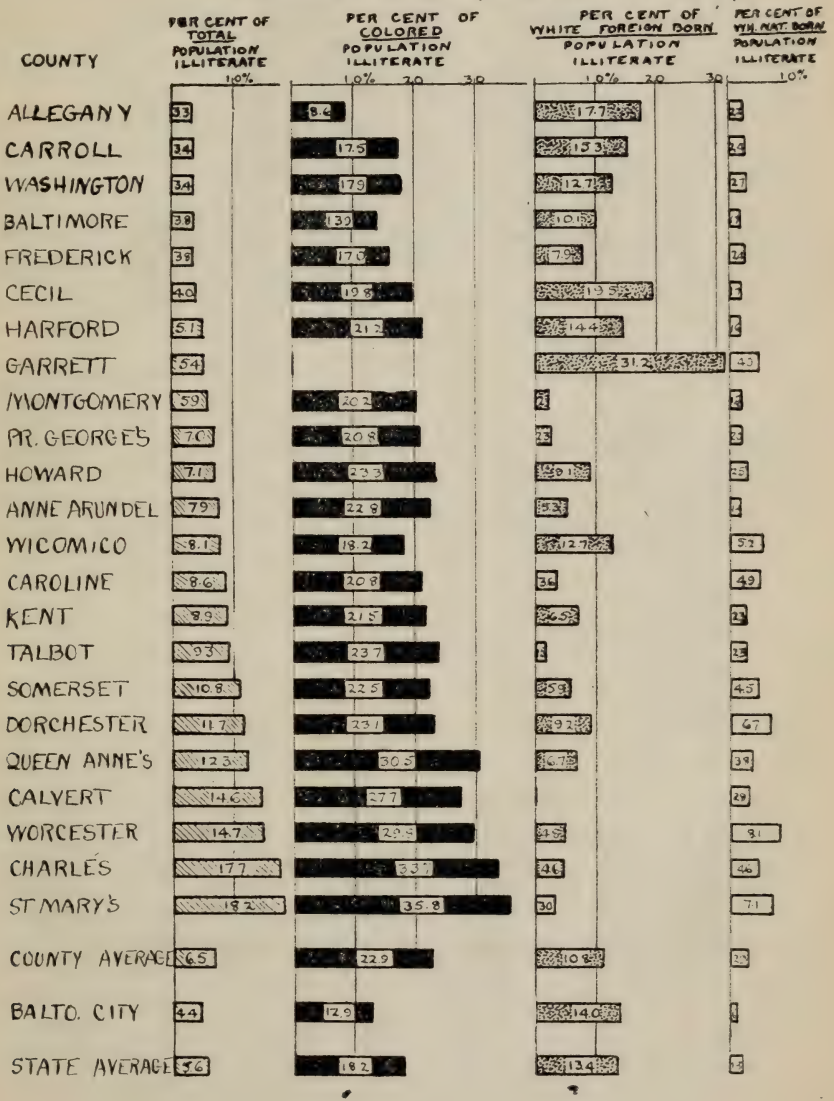


CHART 9

PER CENT OF POPULATION TEN YEARS OF AGE AND OVER IN MARYLAND COUNTIES ILLITERATE, 1920


COUNTY
PER CENT OF TOTAL POPULATION ILLITERATE
PER CENT OF COLORED POPULATION ILLITERATE
PER CENT OF WHITE FOREIGN BORN POPULATION ILLITERATE
PER CENT OF WH. NAT. BORN POPULATION ILLITERATE
1.0% 2.0 3.0
ALLEGANY 3.3 8.4 17.7
CARROLL 3.4 17.5 15.3
WASHINGTON 3.4 17.9 12.7
BALTIMORE 3.9 13.9 10.1
FREDERICK 3.9 17.0 7.9
CECIL 4.0 19.8 19.5
HARFORD 5.1 21.2 14.4
GARRETT 5.4 31.2
MONTGOMERY 5.9 20.2
PR. GEORGES 7.0 20.8
HOWARD 7.1 23.3 10.1
ANNE ARUNDEL 7.9 22.8 5.3
WICOMICO 8.1 18.2 12.7
CAROLINE 8.6 20.8 3.9
KENT 8.9 21.5 6.5
TALBOT 9.3 23.7
SOMERSET 10.8 22.5 5.9
DORCHESTER 11.7 23.1 9.2
QUEEN ANNE'S 12.3 30.5 6.7
CALVERT 14.6 27.7
WORCESTER 14.7 29.5 4.5
CHARLES 17.7 33.7 4.6
ST. MARY'S 18.2 35.8 3.0
COUNTY AVERAGE 6.5 22.9 10.8
BALTO. CITY 4.4 12.9 14.0
STATE AVERAGE 5.6 18.2 13.4

St. Mary's, Charles, Queen Anne's, Worcester, Calvert, Talbot, Dorchester, and Howard counties have a higher per cent. of colored illiteracy than the average for the counties. Many included in this group who are not beyond the compulsory school age should be brought into school by the teachers, if possible, or else by the law. Every child who is in school removes a potential adult illiterate from Maryland's colored population and substitutes therefor a literate individual. If we are desirous of contributing to the intelligence of the citizenship of the State, one very effective means at our disposal is to see that the colored children enter school, attend regularly, and are well taught.

It should be recorded that the teachers and supervisors in several counties have been seeking to reduce adult illiteracy by conducting night schools. The teachers made no charge for this extra service, although in a few cases, the people were so appreciative of the teachers' efforts that some financial return was made. The county boards of education willingly granted the use of the school buildings for the night schools.

The number of centers in the counties which held night schools for the reduction of adult illiteracy are shown below:

County	Number of Night School Centers
Kent	10
Queen Anne's	10
Charles	9
Frederick	7
Prince George's	5
Montgomery	5
Calvert	3
Somerset	3
Cecil	2
Talbot	2
Worcester	2
Dorchester	1
Wicomico	1
Total	60

It will be noted that St. Mary's, which has the highest per cent. of illiteracy in the State, Caroline, Anne Arundel, and Harford, in which more than one fifth of the colored population is illiterate, had no evening centers to aid in removing this blot on Maryland's name. If this work is continued and extended, the next Federal Census should show a great improvement in the literacy of the colored population of Maryland.

TEACHERS' CERTIFICATES

MERLE S. BATEMAN, *Credential Secretary*

In addition to the usual routine of sending for and evaluating the records of applicants for teachers' certificates and renewing them, the chief work done during the past year ln connection with certificates has been the formulation and administration of rules with regard to the renewal of certain classes of certificates and the issuance of others, the introduction of two new kinds of certificates, the checking up of the certificate standing of all high school teachers now in service, a reorganization of the files, and the certification of applicants for admission to the normal schools.

NUMBER OF CERTIFICATES ISSUED

The following tabulation shows the number of the various grades of certificates issued during 1920-21 and 1921-22, the June to May period being chosen because the best division for our purposes may be made at about June 1. This comparison gives a fairly accurate idea of the improvement in the preparation of the teachers employed during the second year under consideration.

Grade of Certificate	Number of Certificates Issued June 1 to May 31		Increase or Decrease
	1920-21	1921-22	
Administration and Supervision			
Administration and Supervision	1	3	+ 2
Elementary Supervision	2	3	+ 1
Helping Teacher	0	0	0
High School			
Principal	8	6	— 2
Regular	145	133	— 12
Special	33	19	— 14
Vocational	38	20	— 18
Junior	0	7	+ 7
Elementary School			
Principal	18	25	+ 7
First Grade	269	399	+130
Second Grade	290	278	— 12
Third Grade	167	268	+101

The difference in the number of supervisors' and high school teachers' certificates issued is neither marked nor important. It is significant, however, that there was an increase of 130 first grade elementary school teachers' certificates in 1922. About 60 of these may be accounted for by the difference in the sizes of the 1921 and 1922 classes at the Towson Normal School. The rest of the increase is probably due to the fact that more and more second grade teachers are attempting to raise the grade of their certificates by means of examination and to the further fact that the improved salary scale in Maryland is attracting an increasing number of out-of-State teachers.

There is a negligible decrease in the number of second grade certificates issued in 1921-22, but there is an increase of 101 in the number of third grade ones. The third grade certificate is, of course, the one for which applicants can most easily qualify. More applicants, perhaps, were in 1921-22 seriously adopting teaching as their permanent work and therefore sought to qualify for a regular certificate—of the third grade, in many cases—instead of applying for a position as a temporary expedient and at the last moment, when only a provisional certificate could be issued,— and that only if no regularly certificated applicant was available.

In the table below, the figures for the corresponding June to November periods, 1921 and 1922, are given, because they show some of the early results of the 1922 school legislation and the greater effort on the part of applicants to qualify by examination for higher grades of certificates.

Grade of Certificate	Number of Certificates Issued June 1 to Nov. 30		
	1921	1922	Increase or Decrease
Administration and Supervision			
Administration and Supervision	1	2	+ 1
Elementary Supervision	3	9	+ 6
Helping Teacher	0	10	+ 10
High School			
Principal	5	7	+ 2
Regular	107	128	+ 21
Special	15	29	+ 14
Vocational	0	3	+ 3
Junior	2	1	— 1
Elementary School			
Principal	7	10	+ 3
First Grade	216	312	+ 96
Second Grade	232	283	+ 51
Third Grade	149	196	+ 47

The increase in the number of first grade certificates is about the same as during the two year-periods compared. About 100 more second and third grade certificates were issued from June 1 to November 30, 1922, than during the same period in the preceding year. Most of these teachers are presumably being used to replace an equal number of provisionally certificated teachers who were in service during 1921-22. This probability is strengthened by a comparison of the number of provisional certificates issued during the whole of the year 1921 and during September, October, and November, 1922, the months during which always the great majority of provisional certificates are authorized. The figures are 585 and 370, respectively. If 100 more provisional certificates are authorized for the year 1922-23—and this is very likely a generous estimate—there will still be 115 fewer than were issued in 1921-22. The more adequate compensation provided by the 1922 school law for teachers holding first and second grade certificates, and the State extension courses, have evidently interested the teachers in raising the grades of their certificates, and the more favorable conditions are seriously attracting new recruits to the profession.

The increase in the number of supervisors' and helping teachers' certificates is noticeable and is almost altogether the result of the provisions in the 1922 law which increase materially the supervisory staff in the counties. Every county now has at least one supervising or helping teacher, additional ones being employed in a fixed ratio where eighty or more teachers are to be supervised.

RENEWAL OF CERTIFICATES ISSUED IN 1916 ON LESS THAN THE LEGAL BASIS

When the 1916 law went into effect, all the teachers were certificated for the positions then held. This was in accordance with the obvious intention of the law not to legislate any of the 1916 teachers out of their places. Since there had, up to that time, been no uniform educational requirements for the higher teaching positions, however, the preparation of the teachers naturally showed great inequality and was in a number of cases short of the new requirements. The discrepancy between the legal requirement and the actual basis upon which the lower grades of certificate were issued in 1916 was not so great nor was it relatively important, because additional preparation is required for each renewal, extending over only two or three years, and any discrepancy is thus gradually and automatically eliminated. Elementary school principals' certificates, however, and also high school teachers' and high school principals' certificates are, unless otherwise noted in each individual case, renewable upon evidence of successful experience and professional spirit. In certificating the whole teaching body in Maryland in 1916, this notation was sometimes overlooked, or, at any rate, was not placed upon a number of certificates, although the holders did not meet the full legal requirement. If these

certificates were renewed indefinitely upon recommendation of the county superintendents, a considerable part of the high school teaching force would be below the standard in preparation which was contemplated by the 1916 law.

A careful study was made of the preparation of the high school teachers and principals in service in 1920-21 and a set of rules was drawn up in accordance with which all such cases were to be treated. It was decided that, for the renewal of certificates issued under the circumstances mentioned above, the State Superintendent might reasonably demand that the necessary "evidence of successful experience and professional spirit" should be in the form of credit for six semester hours' (six weeks') additional preparation. In this way, all of the 1916 teachers would gradually work toward the full legal requirement for the certificates which had already been issued to them. Teachers who had been in service for ten years or more were to have their certificates renewed for the full three-year period; others who had had less experience and whose shortage amounted to more than a year's work, were to have their certificates renewed for two years, further preparation being required in each case for the following renewals, until the accumulated credits presented were equivalent to the full requirement.

In order to start the scheme as promptly as possible, all teachers who were affected and whose certificates expired in 1922 were notified that they would need to present additional credits for the 1922 renewal of their certificates. At the same time, high school teachers who, through an oversight or for some other reason, were teaching without valid certificates, were requested to submit their certificates for renewal, or if they had never held Maryland certificates, were asked to file applications. In every case where complete records were not on file, an effort was also made to obtain these. A similar procedure will be followed in 1922-23 and 1923-24. In this way, it should eventually be true that every high school teacher and principal in the State is certificated, has complete records on file in the office, and either has met the full academic requirement for his position or is obtaining further preparation from time to time and is thus gradually, without undue hardship to him, approaching the standard.

NEW HIGH SCHOOL TEACHERS' AND PRINCIPALS' CERTIFICATES

Certain rules were also adopted with regard to the issuance of new high school teachers' and principals' certificates. Not infrequently an applicant has had excellent academic preparation and perhaps valuable experience, but has not had exactly the preparation required by law for the particular certificate he needs. He may, for instance, have included as part of his two hundred recitation hours in Education (one of the requirements for a high school teacher's certificate in

academic subjects) a course in psychology or in rural sociology, both of which may be considered by his own state as being in the field of Education, but neither of which is so classified in Maryland. Or the applicant for a high school principal's certificate may lack part of the year of graduate work required, or may have included in his graduate year less than the prescribed amount of professional training. It would seem unfair and, in some cases would be impossible, to employ these teachers on provisional certificates, which entail a sacrifice of at least two hundred dollars in salary. In order not to lose what is in many instances valuable teaching material, and in order to have uniformity, as far as possible, in the handling of such cases, the State Superintendent, in conference with other members of the staff, decided upon the policy of providing one- and two-year certificates for applicants coming within certain limits of qualifying for the certificate desired, the shortage to be made up before the first renewal. A special rule with regard to provisional high school principals' certificates was also adopted. Such certificates are to be authorized only if the applicant has had at least four years of college work.

JUNIOR HIGH SCHOOL TEACHER'S CERTIFICATE

Even the provisions mentioned above did not fully meet the situation, however, as each year more and more elementary schools develop to the point where they are asking for recognition for two or three years of high school work, and not enough college graduates are available for the high school positions being thus created. A so-called junior high school teacher's certificate was therefore planned, to provide regular certificates for teachers in the new high schools. This certificate calls for three instead of four years of college work and for six semester hours instead of twelve or thirteen semester hours of work in Education. It is renewable upon evidence of six semester hours' further preparation, and when it has been renewed four times—or sooner, if the teacher takes extra courses,—it may be exchanged for a full high school teacher's certificate in academic subjects. The junior high school teachers' certificates are valid in third group schools or for assistants' positions in second group ones.

HELPING TEACHERS' CERTIFICATES

The enlarged scheme of supervision provided in the 1922 school law made it advisable to design also a new supervisory certificate which is known as a helping teacher's certificate. This may be issued on a year less of training than is required for the supervisor's certificate, but calls, of course, for considerable work in education and supervision.

CUMULATIVE CARDS

One mechanical improvement has greatly facilitated the work with certificates. This is the use of the cumulative record card for elementary school teachers. Ever since the McCoy Hall fire in 1919, the partly charred information blanks and the blanks used in the more recent examinations have been filed separately from the exchange record cards. This meant that every case had to be looked up in at least two files before there was any certainty that the full information necessary was in hand. Furthermore, all the information blanks filled out by any applicant for a certificate on the basis of examination were clipped together, and, since many applicants had made from two to nine attempts to qualify in this way, a corresponding number of cards had to be attached. There was always a possibility, also, that the cards of two applicants might inadvertently become caught by the same clip. The second applicant's cards might then easily be overlooked, or, if they were attached to cards belonging some distance off in the file, a search of most of the cards would be necessary before the stray ones could be located. Moreover, it was inconvenient to be obliged to handle several cards in any individual case. For these reasons a cumulative card was devised. This provides space for the record of six examinations and for the scholastic history and other data concerning the applicant. The cumulative and exchange record cards are kept in one file, which is practically free of clips and which contains all the card information about each elementary school teacher.

RECOMMENDATIONS FOR RENEWALS

A superintendent's "recommendation slip" is likewise being used this year for the first time in connection with the renewal of certificates. Hitherto the required evidence of successful experience and professional spirit has, in the absence of protest, been taken for granted. The county superintendents were asked to notify the State Superintendent, if they objected to the renewal of the certificate of any teacher. This practice, however, did not prove altogether satisfactory, and recommendation slips were therefore printed and supplied to the superintendents. These slips are attached to each certificate submitted for renewal.

CERTIFICATION OF NORMAL SCHOOL STUDENTS

One new function in connection with certificates has been assumed during the year 1921-22; that is, the granting of advanced standing to students wishing to enter the senior year at the State normal schools. This was thought wise in order that the rules for advanced standing and their administration might be uniform and under the direct supervision of the State Superintendent, upon whom, of course, the final

responsibility for issuing first grade certificates based on normal school graduation rests. The normal school principals are notified as to how much, if any, advanced standing may be allowed each applicant. The entrance credentials of students who are graduates of secondary schools other than the State approved high schools are likewise passed upon by this department.

The State Department of Education has been handling the certification of teachers since 1916. The initial certification was based on the county superintendent's recommendation in each case and on the statements contained on the application blank. In the meantime, as the need arose, a working set of principles and practices has been evolved. Among these is our present custom of obtaining records before issuing certificates. By this method a teacher's credits may be rated much more accurately and justly than under the old system. These are evaluated as generously, however, as a liberal interpretation of our standard permits. Full information, in readily accessible form, is now available in connection with all certificates issued since January 1, 1921, and this will be true of all cases to be handled in the future.

Several of the county superintendents have submitted lists of their teachers who, according to the county records, have not been certificated, and have asked the Department to compare the lists with the records on file here. If this practice should become general, the teaching force would soon become virtually a hundred per cent certificated. The Department will be glad to co-operate in this way with any superintendent who cares to submit the necessary lists.

THE MARYLAND STATE NORMAL SCHOOL, TOWSON

LIDA LEE TALL, *Principal*

THE GRADUATES OF 1922

The fifty-seventh year of The Maryland State Normal School, Towson, Maryland, closed July 31, 1922. One hundred and four students received their diplomas in June, and ten more received deferred diplomas at the close of the summer session. All of these students took positions in the elementary schools of Maryland, as shown below:

DISTRIBUTION OF 114 GRADUATES OF 1922 BY COUNTIES IN WHICH THEY ARE TEACHING.

County.	No. Teaching.	County.	No. Teaching.
Baltimore	24	St. Mary's	3
Prince George's	15	Worcester	3
Caroline	9	Anne Arundel	3
Washington	8	Kent	1
Calvert	7	Somerset	1
Frederick	7	Cecil	1
Dorchester	5	Allegany	0
Montgomery	5	Garrett	0
Queen Anne's	3	Howard	0
Talbot	4	Charles	0
Wicomico	4	Baltimore City	3
Harford	4		
Carroll	4	Total	114

Twenty-seven, nearly one fourth of the graduates, took positions in one-teacher schools, and thirty went into two-teacher schools. This means that one half of the graduates elected teaching in rural schools. Since just over one half of our county schools are rural, the normal school graduates of 1922 have been distributed rather evenly in the rural and graded schools of the State.

DISTRIBUTION OF GRADUATES BY RURAL AND GRADED SCHOOL PLACEMENT

Type of School.	Number	Per Cent.
One-Teacher	27	23.7
Two-Teacher	30	26.3
Three or More Teachers	57	50.0
Total	114	100.0

Nine graduates, or 7.9 per cent. of the entire class, are holding principalships in two-teacher rural schools. The number of graduates who did not return to their home counties is 30, or 26.3 per cent. of the entire class.

THE ENROLLMENT CAMPAIGN

For nearly two years all the educational forces of the State have been passing through a renasence in their sense of the importance of education and the training of teachers. This revival culminated in the generous recognition that the State Legislature of 1922 paid to the State program of education. During the revival the slogan, "There must be a trained teacher in every classroom in the schools of the State," was adopted. Two strategic points were recognized—first, that the normal schools of the State must maintain a high standard, and enrollment must be increased by attracting the finest of the high school graduates to the teaching profession, and, second, that further training of teachers in service must be accomplished through competent supervision. This training in service would meet the needs of the teachers in the State who are teaching on second and third grade certificates, would develop further the power of the professionally trained teacher, and would raise to the rank which a progressive State demands, the low levels of teacher efficiency.

In our enrollment campaign we made the plea that high school principals effect a more definite vocational guidance and include the teaching profession as one of the fields to be emphasized. In visiting high schools to urge the claims of teaching as a life vocation, the members of the Normal School staff attacked the question of the personal qualifications of prospective applicants somewhat as follows:

> The high school graduates who should elect the teaching profession as their chosen field are those who have considered all the professional fields—medicine, law, engineering, institutional management, education, etc.—and after due study of their own aptitudes for these callings, decided that the field of education holds success. Such young men and women will be real students; will love children; will be as interested in developing a child's possibilities as a student of medicine is in studying disease or surgery in its remedial and preventive phases; will possess leadership characteristics; will have a sense of humor; and will be, above all else, straightforward and trustworthy. To this type of high school student the normal schools of the State extend a welcoming hand.

The moving picture of the school, "The Call of the Hour," had been brought up to date at an expense of $200. The new part included the return of the heroine, Miss Mary Land, for her first Alumni Meeting and also for a visit to the Summer Session during the Field Day activities, a contest between the Normal and Johns Hopkins students.

The campaign resulted in an enrollment of 277 juniors, including 17 men, in the fall of 1921. There had been no men in the School for three years, and for a number of years there had never been more than one, two, or four in any one year. The total number of juniors was more than double that of any previous year in the history of the school. A number almost as large, 265, has entered the junior class in the fall of 1922, showing that the increase of 1921-22 is not a sporadic growth,

due to the intensive campaign, and that with increased facilities we can possibly count on even larger numbers entering the Normal School.

It is significant that the percentage of high school girl graduates of 1922 who enrolled at the Normal in September, 1922, ranges from 9.3 in Prince George's County to 50 per cent. in Queen Anne's County. The percentage of boy graduates entering in September ranged from 4.1 in Baltimore County to 11.5 per cent. in Washington County. The total enrollment of men now numbers 36. (See Chart in the report on High Schools, page 126.)

We are glad to report that the group of irregular seniors—that is, experienced teachers who have studied while teaching and have received sufficient credits to enter the senior class—is growing larger each year. This is a result that naturally would follow such a revival of interest in education as is taking place in Maryland.

The total enrollment of juniors and seniors for each of the years, 1921-22 and 1922-23, 397 and 506, respectively, exceeds the enrollment for any one of the previous ten years, even when the enrollment in the high school department (academic), which was discontinued in 1921, is included. The temporary decline in enrollment on account of the war and the recent marked improvement are shown in Chart 1.

ADDITIONAL DORMITORIES AND STAFF NECESSARY

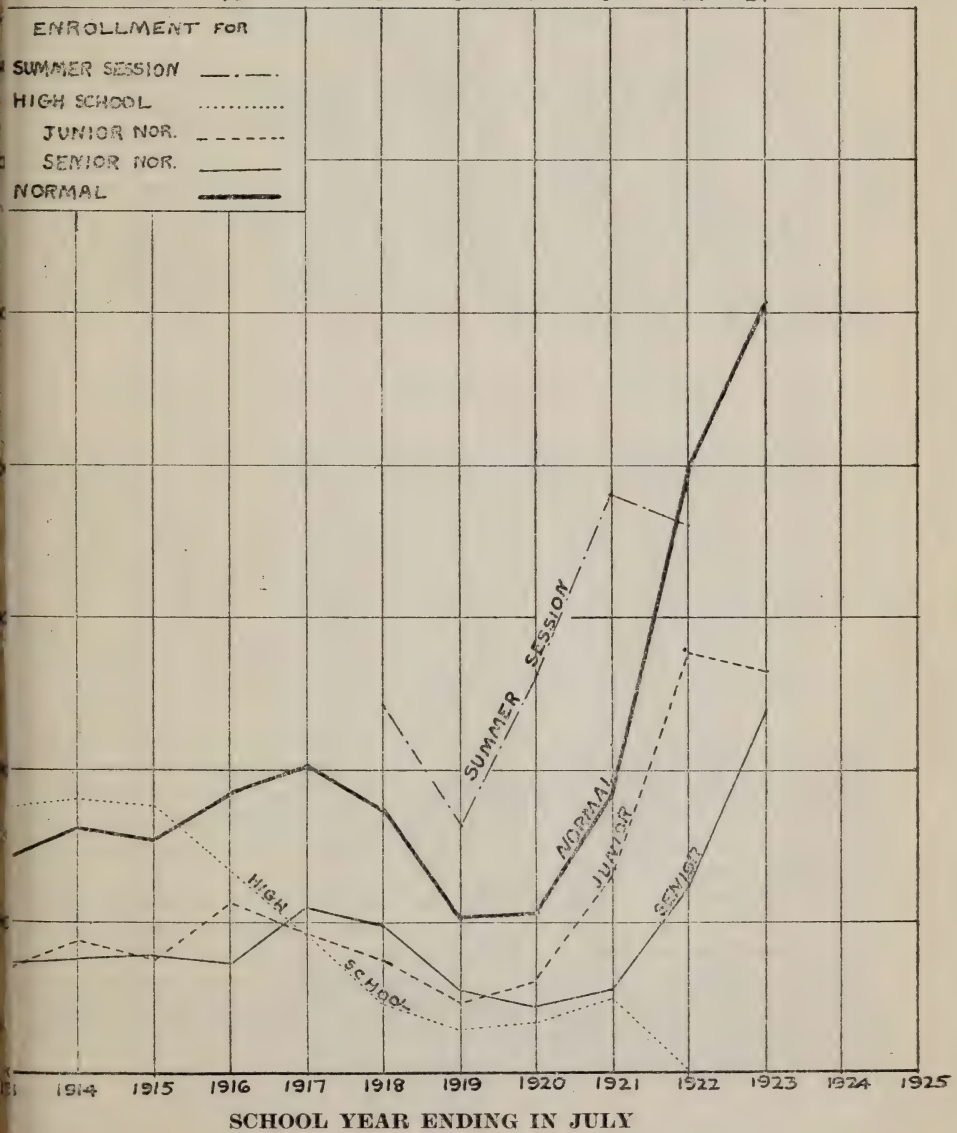
The increased enrollment raised the problem of the housing of these additional students. Newell Hall could not be taxed to hold more than 285. The room over the laundry, usually spoken of as the gynasium but never standardized in size nor equipped as a gymnasium, was used as a barracks for the boys. Three large classrooms and some teachers' offices in the Administration Building were changed into cubicals, each arranged for two students, and 70 students were thus housed in the Administration Building. By these means, a plant which was equipped with only one dormitory was able overnight to adjust itself and find space for three groups.

The Legislature of 1922 appropriated $150,000 for a new dormitory. The plans are now being made and in the spring of 1923 building operations will begin. The new hall, which will be named the Sarah E. Richmond Hall, will house 135 girls and will take care of the students now being housed outside of the present dormitories. It will be ready for occupancy about Christmas, 1923. Even then the dormitory needs will be only partially met, and we are hoping for the cooperation of the Legislature of 1924 in indorsing a building program which will provide for an enrollment of at least 600 students, a number which we hope to maintain permanently. An additional dormitory for girls, a dormitory for men, an adequate dining hall for 600 students (we are served now in three relays for each meal), a gymnasium, and an infirmary comprise our building needs.

CHART I

ENROLLMENT, MARYLAND STATE NORMAL SCHOOL, TOWSON,, 1913-1922

					241	163	262	380	360	
'6	180	176	135	93	45	28	32	50		
8	87	76	113	93	76	47	60	130	277	265
3	76	79	72	110	99	56	45	54	120	241



SCHOOL YEAR ENDING IN JULY

To meet the needs of the increased enrollment some staff additions were necessary.

It was felt to be very important, also, to develop the Elementary School into a real laboratory, about which the whole Normal School might revolve. A supervising principal, who could supervise, direct, and co-ordinate, was therefore appointed. It was decided to have the principal teach in the Training School Department, in order to insure an understanding upon the part of both students and faculty that the same principles were operating in the Training Department and in the Elementary School.

An experienced registrar was appointed to develop the Credentials Department of the School and to assume the business control. The position is, indeed, more than two-fold; it includes the work of comptroller, registrar, and bursar.

For the dormitory administration there was appointed a trained institutional director, an assistant director, and a dietitian.

On September 3, 1921, Mr. Ernest E. Race, who had served the School faithfully for many years as instructor of geography, died suddenly, and we were not able to fill his position, except with a substitute, until February, 1922.

ACTIVITIES OF THE FACULTY AND STUDENTS

The Faculty Meeting discussions centered around the organization of the Normal School curriculum. The outcome of the discussions is a detailed syllabus, which we eventually expect to print in pamphlet form, as a working basis for further refinement. We hope to develop for the Normal School a course of study comparable to the Baltimore County Course of Study for the elementary field.

No changes were made in the student teaching plan. For three hours of twelve consecutive weeks, each student teacher is assigned, according to her choice, to one of the three rural schools—Lutherville, Timonium, Ridge—or to the Elementary Department of the Normal School, or to one of the grades in the Fullerton School. Students electing the rural field work for the major part of their time in the rural schools, but have three weeks of grade practice in one of the graded schools. Students electing either primary or grammar grade work do most of their teaching in the chosen grade, but have three weeks of practice in the rural schools.

It is planned next year to have each student teach a full day for twelve consecutive weeks and thus assume classroom responsibility for a longer period than is possible under the three-hour-a-day plan.

During the year "The Oriole," the School's new monthly publication, came into full development. The monthly aims to be more than just a school paper. It is intended both to advertise the activities of the Normal School and to aid the teaching Alumnae.

A School Bank has been organized under the direction of the Mathematics Department. This activity should function as concrete training in thrift and management of personal budgets. From small beginnings the Bank has reached the point where it has handled as much as $1,000 worth of business in one day. This work is expected to grow so that all of the students will be transacting their personal financial business with the Bank instead of making unethical requests of the Towson shops. It is a project which can well be extended, also, to the Elementary Schools of the State, for there is need of such motivation in the mathematics teaching in the grades.

The full list of student organizations will give an idea of the interests of the School—Senior and Junior Class organizations; the two Literary Societies—Normal and Pestalozzi; the Student Council; the Athletic Association (including the whole school); the Psychology Club; the Glee Club; the Orchestra; the History Club; the Craft Club.

That the library work, under the efficient management of the librarian, has developed is shown by the following statistics:

Month.	Books Circulated.	Attendance in Library.
1921 December	1,513	4,811
1922 January	3,707	5,575
February	4,347	6,050
March	3,466	4,850
April	3,970	5,565
May	4,730	6,630
June	655	1,000
July	2,702	5,890
August	1,445	2,440
September	3,084	6,128
October	4,496	9,553
November	4,733	8,145

THE SUMMER SESSION

The fifth summer session, in 1922, had an enrollment of 360, twenty less than the previous year. This is explained by the inauguration of extension classes in 1921-22 under the supervision of the State Department of Education. Those who successfully completed the work in these courses were, under certain conditions, exempted from attendance at summer school. (See Chart 1, page 231, for the enrollment from 1918 to 1922.)

FINANCES

The estimated cost to the State for the current expenses of educating, housing, and feeding a student at the Normal School for the year 1921-1922 was just under $300. Each student contributed $105 additional toward the total cost of approximately $400. This is lower than the cost in most schools of college grade.

ESTIMATED TOTAL EXPENDITURES,† AND EXPENDITURES PER STUDENT, YEAR ENDED AUGUST 31, 1922.

	NORMAL.		ELEMENTARY.		SUMMER SCHOOL.	
	Total	Per Student	Total	Per Student	Total	Per Student
Educational:						
Salaries	$47,836.56	$120.49	$6,900.00	$46.00	$5,741.66	$15.95
Other expenses	*20,501.40	*51.41	.....	.....	.....	.....
Total	$68,337.96	$171.90	$6,900.00	$46.00	$5,741.66	$15.95
Dormitory:						
Salaries	$5,157.45	$13.00	.....	.....	$750.00	$2.08
Other expenses	*82,752.68	*208.44	.....	.....	*21,600.00	*60.00
Total	$87,910.13	$221.44	.....	.....	$22,350.94	$62.08
Grand Total:						
Salaries	$52,994.01	$133.49	$6,900.00	$46.00	$6,491.66	$18.03
Other expenses	*103,254.08	*259.85	.....	.....	*21,600.00	*60.00
Total	$156,248.09	*$393.34	$6,900.00	$46.00	$28,092.60	*$78.03
Deductions for receipts from students		105.00				60.00
		*$288.34				*$18.03

*Estimated.
†Includes nothing for interest on investment and depreciation of plant.

ENROLLMENT PER MEMBER OF THE TEACHING STAFF, 1920-1922.

Year.	Enrollment.	No. of Teachers, Including Principal.	Enrollment per Teacher.
1920-21	234	17	13.8
1921-22	397	21	18.9
Fall 1922	506	22	23.0

The cost per pupil considered in relation to the enrollment per teacher would indicate that such low costs are secured at the expense of a too small instructional staff and points to one of the outstanding needs of the institution. The study of normal schools, made by the Carnegie Foundation, in 1917, suggests that the proportion should be one teacher to every fifteen students.

FROSTBURG STATE NORMAL SCHOOL

JAMES WIDDOWSON, *Principal*

During the twentieth session of the Frostburg State Normal School, the only change in the personnel of the faculty was the addition of Miss Clara Horsley, a graduate of a Missouri normal school and later a graduate student at the University of Wisconsin and at Teachers College, Columbia University. Miss Horsley was appointed to teach methods and to supervise student teaching.

The enrollment in the regular courses increased seventy-seven per cent. The loyalty and personal work of the students in helping bring about the large increase in the junior class should be commended. Probably not a single graduate of any of the high schools within a reasonable distance of Frostburg was overlooked by them. As a result nearly one half of the girls who graduated from the four year course in Allegany and Garrett counties entered the Frostburg Normal School in the fall of 1922. (See Chart, p. 126, in the report on high schools.) The following tabulation shows the improvement in enrollment.

	Enrollment		Increase	
	1920-21	1921-22	Number	Percent
Seniors	29	32	3	10
Juniors	28	69	41	146
Total	57	101	44	77
Graduates	29	28	....	....
Extension Classes	....	100	100	....
Summer Session	245	254	9	4

With a staff of seven teachers, 1920-21, the number of students per teacher in the regular session was 8.1 and with the staff of eight teachers, 1921-22, the number was 12.6.

The increased enrollment and the general interest taken by the people of the western end of the State in the Normal School as a means of getting well trained teachers for the schools of this section and as a place where the boys and girls may secure professional training with a minimum of expense and without going a great distance from home, impressed the Commercial Club of Frostburg and other interested people with the fact that the facilities at the Frostburg Normal School were inadequate to the demand. The very small dormitory now in use accommodates only a small number of the students. The outstanding need, therefore, was a building in which the students now living outside the school might live under the direction of the faculty. The parents and teachers feel very strongly that there is, in most cases, a decided loss in training and culture, when the immature students are compelled to

board with strangers or travel far on electric lines. The conditions at the Normal School were placed before the General Assembly of 1922, with the request that an appropriation of one hundred thousand dollars be made to erect and equip another dormitory. Fifty-five thousand dollars were granted, and the building is now being planned.

At present the crying need of the school is more land, that the site may be beautified, sanitary conditions improved, and physical activities more readily provided.

The problem which has been uppermost in the minds of the faculty during the year is how to lead the student teacher to teach in the training school as if it were her own public school, for which she was fully responsible, and not a model or practice school composed of select children from a select class.

At the request of the State Department and the Superintendent of Allegany County, the senior class assisted in scoring papers and giving standard tests to the pupils of Allegany County. Most of the papers were scored at the Normal School, and much valuable practice, as well as valuable information with regard to handling standard tests, was gained by the students.

The extra-curricular activities, which play an important part in interesting high school graduates in the work of the Normal School, have been very successful this year. The annual Revue of the Department of Music was appreciated not only because of the music but because of the beautiful costumes and the delightful stage decorations. In spite of the depressed financial conditions, the theatre was filled to its capacity on the two evenings when the Revue was given at Frostburg. It was later presented at Oakland under the auspices of the Garrett County High School, and was greeted by a most enthusiastic audience.

The dramatic club, also, did very good work during the year. After a performance had been given before a large audience in Frostburg, the American Legion requested that the play be repeated at Lonaconing under their auspices. The performance was well attended and apparently enjoyed.

The annual commencement was held in the Lyric Theatre, Wednesday, June 7, 1922. The address of the evening was delivered by Hon. Simeon D. Fess, Congressman from Ohio and chairman of the Congressional Committee on Education.

SUMMER SESSION

The fifth summer session of the Frostburg State Normal School was held during the six weeks from June 26 to August 4, 1922. The instructors numbered eleven, or one more than the faculty of the preceding session. Five of the teachers were members of the regular staff. The following six instructors were added for the summer work:

Lucy Helen Meacham, A. M., Supervisor of Elementary Schools, Sapulpa, Oklahoma.
C. Fisher, A. M., University of Pennsylvania, Philadelphia, Pennsylvania.
C. C. Smith, A. M., Supervising Principal, Mount Union, Pa.
Annie B. Gray, B. S., Scranton, Pennsylvania.
Jane Holiday, A. B., Union High School, Turtle Creek, Pa.
Zoe Porter, Critic, State Normal School, Harrisonburg, Va.

Twenty-three courses were offered and attended as follows:

Course	Subject	Attendance
1.	Theory and Practice of Teaching	41
2.	School Organization and Management	69
3.	Educational Tests and Measurements	45
4.	Educational Psychology	37
*5.	Supervision of Instruction	34
**6.	Elementary School Curriculum and its Motivation	39
7.	English Literature	50
8.	English Composition	31
9.	The Teaching of English in the Primary Grades	70
10.	The Teaching of English in the Upper Grades	33
11.	The Teaching of Arithmetic in the Lower Grades	83
12.	The Teaching of Arithmetic in the Upper Grades	37
13.	Nature Study	50
14.	Elementary Science	16
15.	Geography Methods	67
16.	The Teaching of History and Civics	26
17.	Modern European History	25
18.	Physical Education and Recreation	30
19.	General Mathematics	18
20.	Industrial Arts	51
21.	Music in the Primary Grades	59
22.	Music in the Upper Grades	18
23.	Penmanship	50

* New, including principles, technique, and professional standards of supervision of elementary instruction.

** New, including selection and organization of subject matter with a view to the use of projects and other methods of motivation.

The Demonstration School stressed the project method of instruction, using some large projects which extended throughout the term of six weeks.

The certificate standing of the students attending the summer session was as follows:

Grade of Certificate	Number Holding
First	56
Second	128
Third	31
Provisional	18
No certificate	21
Total	254

THE MARYLAND NORMAL AND INDUSTRIAL SCHOOL

L. S. James, *Principal*

Enrollment

The eleventh session of the Maryland Normal School for Colored Youth represented a decided change in the student body, because only applicants who had completed an elementary school course were admitted.

In spite of the advance in the standard of the school in September, 1922, the enrollment shows an increase in comparison with any previous session of the institution. By classes the enrollment is as follows:

Class	Enrollment
Senior	19
Junior	18
Sophomore	28
Freshman	53
Total	118

This enrollment is an evidence of the increased interest of the colored people of the State in the educational advancement of their children. It is also one of the direct results of progress in the organization of the colored rural schools, and the establishment of colored high schools in eight counties.

With the permission of the Prince George's County Board of Education, steps were taken to make the Bowie Colored Public School a good example of a model rural school. The Normal School is thus more closely linked to its immediate rural community.

The State Board of Education accepted the proposal to displace the acetylene gas lighting system with electric lights, and the new system will be ready for use when the school re-opens in September, 1922. Because of a shortage of water, and the consequent menace to the health of the student body, the school was closed on February 17, 1922, for the remainder of the school year, upon the advice of the State Health Department.

Under the direction of the State Supervisor of Music, the music work of the Normal School has held the interest of the student body more than any other school subject. The school spirit developed because of this interest in music will contribute largely toward the rapid progress of the Normal School.

Outlook for the Year 1922-1923

Since it is clearly stated in our catalogue that a two-year professional course will be offered to students who have completed an approved high school course of four years, it is very probable we shall have applicants enough to start the course in 1923-24. Those who finish the course will receive first grade certificates without examination.

Judging from the number of applications already received from new students, we shall not be able to accommodate all who desire to enter. An enrollment of 250 students would be possible if dormitory space were available.

A considerable change has been made in the personnel of the faculty and it is expected that the progress of the school will be more rapid than ever before. All the new members of the faculty are well trained and progressive, and have been carefully selected for their respective tasks.

FINANCIAL STATEMENT

STATE BOARD OF EDUCATION

Statement of Cash Receipts and Disbursements
October 1, 1921 to September 30, 1922

RECEIPTS:		
Balance, October 1, 1921		$5,556.62
State Department of Education	$55,529.66	
State Normal School, Towson	200,693.50	
State Normal School, Frostburg	21,955.00	
Maryland Normal and Industrial School, Bowie	16,675.74	
Retired Teachers' Fund	36,004.63	
General Education Board, Colored Supervision and Teacher Training	8,104.00	
General Education Board, Bureau of Educational Measurements	7,500.00	
Vocational Education	8,256.53	
Physical Education	5,000.00	
Julius Rosenwald Fund for Colored School Buildings	15,300.00	
		375,019.06
Total Receipts and Balance		$380,575.68
DISBURSEMENTS:		
State Department of Education	$65,953.91	
State Normal School, Towson	185,616.24	
State Normal School, Frostburg	23,999.46	
Maryland Normal and Industrial School, Bowie	14,117.26	
Retired Teachers' Fund	35,073.71	
General Education Board, Colored Supervision and Teacher Training	7,848.29	
General Education Board, Bureau of Educational Measurements	9,117.35	
Vocational Education	7,531.24	
Physical Education	5,000.00	
Julius Rosenwald Fund	14,600.00	
		$368,857.46
Balance, September 30, 1922		$11,718.22

STATE DEPARTMENT OF EDUCATION

RECEIPTS:		
Balance, October 1, 1921	$7,320.46	
Appropriations	54,400.00	
Sundries	1,129.66	
		$62,850.12
DISBURSEMENTS:		
Salaries	$30,959.59	
Rent	5,424.96	
Postage	1,445.00	
Office Supplies	1,294.89	
Printing	5,866.24	

Books and Periodicals	129.70	
Telegraph and Telephone	550.77	
Extension Teaching	328.35	
Consultant Architect	195.00	
Loan Repaid	10,000.00	
Office Supplies	111.25	
Association Dues	12.00	
Blue Prints, etc	12.80	
Marking and grading teachers' examinations	1,259.16	
Diplomas	4.20	
Travel	7,260.66	
State Board—Hotel	508.65	
State Board—Travel	365.69	
Petty Cash	175.00	
Bonds and Insurance	50.00	
		$65,953.91
Deficit, September 30, 1922		$3,103.79

MARYLAND STATE NORMAL SCHOOL, TOWSON

RECEIPTS:

Balance, October 1, 1921	$6,616.61	
State Appropriations	90,000.00	
Baltimore County School Board	1,280.00	
United States Social Hygiene Board	2,433.40	
Fees, etc. from students	53,250.16	
Summer School Fees	16,229.94	
Loan—Temporary	37,500.00	
		$207,310.11
Discount		170.60

DISBURSEMENTS:

Salaries	$87,345.46
Social Hygiene	4,246.65
Fuel	9,321.45
Postage	360.06
Office Supplies	767.61
Printing	716.15
Books and Periodicals	1,828.38
Food	33,868.78
Medicine, Medical and Surgical Supplies	243.29
Laboratory Supplies	741.24
Household Supplies	5,684.53
Agricultural Implements and Supplies	889.45
Livestock	12.00
Telephone and Telegraph	769.47
Freight and Express	248.66
Dormitory Refurnishings	852.40
Engineer's Supplies and Expenses	1,497.14
Laundry Supplies and Expenses	942.24
Repairs to Buildings	3,322.63
Repairs to Machinery	935.67
Commencements, Entertainments, etc	178.26
Electricity and Gas	2,711.86
Water	2,468.34
New Auto Truck and Auto Supplies	2,775.49

Equipment, not Educational—Furniture, etc.	4,853.78	
Miscellaneous Supplies and Expenses	893.56	
Movie Machine and Films, etc.	301.50	
Administration Expense	521.87	
Janitor's Supplies	242.34	
Dormitory Facilities, Sanitary Equipment	528.71	
Bonds, Insurance, etc.	2.50	
Music Tuition	5.00	
Field Agent's Travel	1,107.57	
Field Agent's Automobile Supplies and Expenses	643.13	
Refund of Board	864.25	
Desks, Blackboards, etc.	283.25	
Roads, Sewers, Athletic Fields	9.49	
Book Deposit Refund	30.00	
Loan Repaid	12,602.08	
		$185,616.24
Balance, September 30, 1922		$21,693.87
Balance—Discount to September 30, 1922		170.60

FROSTBURG STATE NORMAL SCHOOL

RECEIPTS:

Appropriations	$20,000.00	
Summer School Recipts	1,955.00	
		$21,955.00

DISBURSEMENTS:

Salaries	$12,139.62	
Summer School Salaries	3,600.00	
Fuel	736.33	
Postage	19.20	
Office Supplies	329.36	
Printing	64.80	
Books and Periodicals	1,023.13	
Laboratory Supplies	89.65	
Agricultural Supplies	33.67	
Telephone and Telegraph	83.00	
Freight and Express	49.68	
Association Dues	6.00	
Janitor's Supplies	146.46	
Light	314.85	
Household Supplies and Fixtures	350.93	
Enrollment, Traveling and Extension Expenses	840.05	
Improvement to Grounds	4.80	
Land and Building Rentals	6.50	
Diplomas	47.40	
Sustenance Reduction Costs	3,450.00	
Repairs	664.63	
	$23,999.46	
Deficit, October 1, 1921	2,970.83	
		$26,970.29
Deficit, September 30, 1922		$5,015.29

MARYLAND NORMAL AND INDUSTRIAL SCHOOL, BOWIE

(DORMITORY ACCOUNT)

Deficit, October 1, 1921	$4,509.09	
Deficit, September 30, 1922		$4,509.09

(SCHOOL ACCOUNT)

RECEIPTS:

Appropriations	$14,000.00	
Fire Insurance	1,600.00	
U. S. Social Hygiene Board	80.00	
Sundries	995.74	
		$16,675.74

DISBURSEMENTS:

Salaries	$4,768.28	
Social Hygiene	1,095.00	
Fuel	1,281.15	
Postage	19.94	
Office Supplies	43.69	
Printing	36.99	
Books and Periodicals	218.16	
Fodder	192.04	
Medicine, Medical and Surgical Supplies	27.02	
Laboratory Supplies	4.92	
Household Supplies	563.49	
Agricultural Implements and Supplies	2,199.08	
Telephone and Telegraph	14.03	
Freight and Express	111.95	
Livestock	15.00	
Engineer's Supplies	166.28	
Traveling Expenses	130.11	
Repairs to Buildings	270.68	
Repairs to Machinery	828.97	
School Supplies	86.18	
Light	275.69	
Commencements, Expenses	10.00	
Well and Water	1,377.98	
Refurnishings	152.77	
Diplomas	29.60	
Miscellaneous	83.85	
Domestic Science Equipment and Supplies	114.41	
	$14,117.26	
Deficit, October 1, 1921	7,437.18	
		$21,554.44
Deficit, September 30, 1922		$4,878.70

PHYSICAL AND VOCATIONAL EDUCATION

RECEIPTS:

Balance, October 1, 1921—Vocational	$1,045.36	
Physical Education Appropriation	5,000.00	
Vocational Education Appropriation	5,000.00	
Federal Vocational Fund	3,256.53	
		$14,301.89

DISBURSEMENTS:

Salaries—Vocational Education	$6,099.84	
Physical Education	5,000.00	
Travel	1,153.37	
Postage	210.00	
Printing	54.00	
Reimbursement	14.03	
		$12,531.24
Balance, September 30, 1922		$1,770.65

SUPERVISION OF COLORED SCHOOLS

RECEIPTS:

G. E. B. Appropriation (Salary and Expenses)	$5,000.00	
G. E. B. Appropriation (Teacher Training)	3,104.00	
		$8,104.00

DISBURSEMENTS:

Salary of Supervisor	$3,499.92	
Traveling Expenses	1,234.37	
Teacher Training	3,104.00	
Postage	10.00	
	$7,848.29	
Deficit, October 1, 1921	276.06	
		$8,124.35
Deficit, September 30, 1922		$20.35

RETIRED TEACHERS' PENSION FUND

RECEIPTS:

Balance, October 1, 1921	$3,152.98	
Appropriations	36,000.00	
Interest	4.63	
		$39,157.61

DISBURSEMENTS:

Disbursements to September 30, 1922	35,073.71
Balance, September 30, 1922	$4,083.90

JULIUS ROSENWALD FUND

RECEIPTS:

Balance, October 1, 1921	$1,800.00	
Reimbursements	15,300.00	
		$17,100.00

DISBURSEMENTS:

Disbursements to September 30, 1922	14,600.00
Balance, September 30, 1922	$2,500.00

BUREAU OF EDUCATIONAL MEASUREMENTS

RECEIPTS:

Balance, October 1, 1921	$643.77	
Appropriation from General Education Board	7,500.00	
		$8,143.77

DISBURSEMENTS:

Salaries	$6,000.00	
Clerical Services	1,365.94	
Travel and Hotel Expenses	890.80	
Books and Periodicals	3.00	
Supplies	724.54	
Postage	75.00	
Telephone and Telegraph	52.22	
Freight and Express	5.85	
		$9,117.35
Deficit, September 30, 1922		$973.58

TABLE I

1922 INDEX NUMBER FOR ALL SCHOOLS

Standing of Each County and Baltimore City in Each Component of the Index Number for 1922

COUNTY	STANDING IN COMPONENTS OF 1922 INDEX NUMBER										Index Number 1922
	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	
Allegany	55.0	49.5	89.9	36.6	60.8	96.0	52.8	116.0	103.4	107.2	76.7
Anne Arundel	54.9	44.9	81.0	20.1	70.6	45.0	24.7	49.6	25.4	71.2	48.8
Baltimore	58.0	54.4	93.8	26.1	79.2	85.5	49.6	107.0	68.8	127.9	75.0
Calvert	44.7	36.0	80.4	19.3	77.6	36.5	16.3	34.0	17.6	51.7	41.4
Caroline	65.6	57.7	88.0	33.3	68.0	42.1	27.6	44.1	24.8	63.3	51.4
Carroll	60.2	53.7	89.1	31.1	72.0	53.5	32.3	51.5	33.4	70.9	54.8
Cecil	57.6	54.1	93.9	29.7	85.0	53.5	30.8	49.7	18.6	82.2	55.5
Charles	41.2	31.3	76.0	10.7	75.7	35.6	14.7	34.6	14.2	72.0	40.6
Dorchester	58.1	49.2	84.8	28.3	75.6	37.0	22.0	36.0	16.9	55.8	46.5
Frederick	60.1	54.8	91.2	36.3	85.7	60.7	36.5	63.3	49.0	75.5	61.3
Garrett	64.5	56.0	86.7	19.0	76.5	40.4	26.1	34.0	18.0	52.9	47.4
Harford	59.7	57.2	95.8	30.8	66.3	52.8	31.6	53.2	30.8	75.3	55.4
Howard	50.5	45.7	90.4	22.0	56.8	61.9	31.3	64.4	62.2	64.3	55.0
Kent	61.2	50.8	82.9	27.5	61.8	51.9	31.8	44.4	26.0	66.6	50.5
Montgomery	50.0	42.8	85.7	23.1	63.7	59.1	29.5	61.8	37.8	84.3	53.8
Prince George's	50.8	45.2	88.9	22.8	74.8	53.3	27.1	61.6	47.8	67.8	54.0
Queen Anne's	58.6	51.8	88.4	27.8	61.8	53.0	31.0	50.8	33.2	69.9	52.6
St. Mary's	37.9	31.0	81.9	.....	.....	36.5	13.8	34.2	25.0	45.0	30.5
Somerset	56.7	46.7	82.7	22.8	82.1	33.6	19.0	38.1	17.6	56.2	45.6
Talbot	64.3	53.5	83.1	28.6	77.2	43.5	27.9	47.3	28.4	64.0	51.8
Washington	60.1	54.3	90.3	30.6	94.6	39.9	24.0	49.9	12.8	83.7	54.0
Wicomico	67.5	57.2	84.6	42.6	69.4	40.8	27.6	47.3	24.6	66.0	52.8
Worcester	61.9	51.1	82.5	33.5	63.4	49.3	30.6	46.1	32.0	62.3	51.3
County Average	56.8	49.9	87.9	28.2	73.3	55.9	31.7	59.8	39.8	76.9	56.0
County Median	58.0	51.1	86.7	27.5	73.4	49.3	27.9	49.6	26.0	67.8	52.6
Baltimore City	51.3	47.8	93.2	28.6	89.6	95.2	48.9	114.4	80.2	132.1	78.1
State Average	54.2	49.0	90.2	28.4	79.9	72.6	39.4	81.3	57.2	98.8	65.1

Column

1. Children 5 and under 18 years in average attendance.
2. Average days attended by each child 5 and under 18 years divided by 2.
3. Average days schools were open divided by 2.
4. Per cent. of attendance in high school, multiplied by 3 in the case of systems having an eight-grade elementary school course, and by 2.75 in the case of those having a seven-grade elementary school course.
5. Per cent. of boys to girls in high school.
6. Total expenditure per child in average attendance.
7. Total expenditure per child 5 and under 18 years.
8. Total expenditure per teacher, principal and supervisor, divided by 24.
9. Expenditure other than salaries per child in attendance.

TABLE II

RANK IN 1922 INDEX NUMBER FOR ALL SCHOOLS

Rank of Each County and Baltimore City in Each Component of the Index Number for 1922

COUNTY	RANK IN COMPONENTS OF 1922 INDEX NUMBER										Index Number 1922
	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	
Allegany	16	14	7	2	21	1	1	1	1	2	1
Anne Arundel	17	19	20	19	13	13	17	12	13	9	17
Baltimore	13	6	3	14	5	2	2	2	2	1	2
Calvert	21	21	22	20	6	20	21	22	19	22	21
Caroline	2	1	11	5	15	15	13	17	15	17	15
Carroll	7	9	8	6	12	6	4	8	7	10	7
Cecil	14	8	2	9	3	7	9	11	17	5	4
Charles	22	22	23	22	8	22	22	20	22	8	22
Dorchester	12	15	14	11	10	19	19	19	21	20	19
Frederick	8	5	4	3	2	4	3	4	4	6	3
Garrett	3	4	12	21	8	17	16	23	18	21	18
Harford	10	2	1	7	16	10	6	7	10	7	5
Howard	19	17	5	18	22	3	7	3	3	15	6
Kent	6	13	17	13	19	11	5	16	12	13	16
Montgomery	20	20	13	15	17	5	11	5	6	3	10
Prince George's	18	18	9	16	11	8	15	6	5	12	9
Queen Anne's	11	11	10	12	20	9	8	9	8	11	13
St. Mary's	23	23	27	..	..	21	23	21	14	23	23
Somerset	15	16	18	17	4	23	20	18	20	19	20
Talbot	4	10	16	10	7	14	12	13	11	16	14
Washington	9	7	6	8	1	18	18	10	23	4	8
Wicomico	1	3	15	1	14	16	14	14	16	14	12
Worcester	5	12	19	4	18	12	10	15	9	18	11
Baltimore City	(18)	(16)	(4)	(10)	(2)	(2)	(3)	(2)	(2)	(1)	(1)

Column

1. Children 5 and under 18 years in average attendance.
2. Average days attended by each child 5 and under 18 years.
3. Average days schools were open.
4. Per cent. of attendance in high school.
5. Per cent. of boys to girls in high school.
6. Total expenditure per child in average attendance.
7. Total expenditure per child 5 and under 18 years.
8. Total expenditure per teacher, principal and supervisor.
9. Expenditure other than salaries per child in attendance.
10. Average monthly salary per teacher, principal and supervisor.

TABLE III
COMPONENTS OF 1922 INDEX NUMBER FOR WHITE SCHOOLS
MARYLAND COUNTIES

COUNTY	STANDING IN COMPONENTS OF 1922 INDEX NUMBER										Index Number 1922
	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	
Allegany	55.2	49.6	89.8	36.6	61.9	91.4	50.5	110.5	94.4	107.2	74.7
Anne Arundel	55.3	49.2	89.0	25.5	75.5	55.2	30.5	59.5	31.4	85.3	55.6
Baltimore	59.3	55.4	93.4	29.2	79.2	89.3	53.0	113.1	74.2	132.6	77.9
Calvert	47.4	42.9	90.4	35.5	77.6	55.7	26.4	44.1	26.6	67.1	51.4
Caroline	67.0	62.2	92.8	42.6	68.0	47.8	32.0	49.6	28.2	69.9	56.0
Carroll	60.1	53.7	89.3	33.0	72.0	54.4	32.7	52.6	33.4	73.0	55.2
Cecil	58.2	54.6	94.0	33.5	85.0	55.7	32.4	52.7	19.0	87.5	57.3
Charles	44.8	38.4	85.7	15.9	82.8	48.1	21.6	41.0	17.0	67.4	46.3
Dorchester	58.1	53.3	91.7	37.1	78.6	46.3	26.9	41.3	20.0	64.7	51.8
Frederick	59.4	55.0	92.5	39.3	85.5	64.4	38.3	67.5	53.2	79.4	63.5
Garrett	64.6	56.1	86.7	19.0	76.5	40.4	26.1	34.0	17.8	52.7	47.4
Harford	60.5	59.3	97.8	35.7	66.2	55.9	33.9	56.0	32.0	80.0	57.7
Howard	51.3	49.2	95.9	27.8	56.8	73.1	37.5	74.3	76.0	71.3	61.3
Kent	63.3	58.2	91.8	37.7	68.5	66.5	42.1	52.5	32.0	79.8	59.2
Montgomery	49.0	44.2	90.3	31.1	63.7	72.4	35.5	71.5	47.8	95.7	60.1
Prince George's	53.2	48.7	91.5	30.0	74.8	61.9	33.0	71.0	57.2	76.3	59.8
Queen Anne's	61.4	57.6	93.9	39.0	61.8	67.7	41.6	57.5	42.6	78.8	60.2
St. Mary's	41.2	37.4	90.7	.....	.....	45.5	18.8	43.1	32.6	55.4	36.5
Somerset	56.0	50.7	90.5	36.3	82.1	43.8	24.5	45.2	21.6	68.1	51.9
Talbot	63.0	56.6	89.8	40.7	79.7	56.9	35.9	57.0	38.2	75.7	59.4
Washington	60.8	55.0	90.4	31.5	94.6	40.1	24.4	50.6	13.0	84.9	54.5
Wicomico	65.2	58.6	89.8	50.6	72.5	45.5	29.7	50.3	23.8	74.2	56.0
Worcester	60.4	54.0	89.3	51.2	63.4	66.0	39.9	55.0	45.0	72.4	59.7
County Average	57.8	52.8	91.2	33.5	74.3	62.3	36.0	65.5	44.6	84.4	60.2
County Median	59.3	54.0	90.5	35.5	74.8	55.7	32.7	52.7	32.0	75.7	57.3

Column
1. Children 5 and under 18 years in average attendance.
2. Average days attended by each child 5 and under 18 years, divided by 2.
3. Average days schools were open, divided by 2.
4. Per cent of attendance in high school, multiplied by 3 in the case of schools having an eight-grade elementary course, and by 2.75 in the case of schools having a seven-grade elementary course.
5. Per cent of boys to girls in high school.
6. Total expenditure per child in average attendance.
7. Total expenditure per child 5 and under 18 years.
8. Total expenditure per teacher and principal, divided by 24.
9. Expenditure other than salaries per child in attendance, multiplied by 2.
10. Average monthly salary per teacher and principal.

TABLE IIIa

COMPONENTS OF 1922 INDEX NUMBER FOR COLORED SCHOOLS

MARYLAND COUNTIES

COUNTY	STANDING IN COMPONENTS OF 1922 INDEX NUMBER										Index Number 1922
	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	
Allegany	46.7	42.7	91.5	32.2	25.9	30.0	14.0	33.2	50.2	107.5	47.4
Anne Arundel	54.0	35.4	65.6	7.2	40.6	21.6	11.7	25.2	11.8	36.5	31.0
Baltimore	48.8	47.2	96.8	.....	.....	51.7	25.2	58.4	22.6	91.2	44.2
Calvert	41.9	28.8	68.7	.....	.....	13.9	5.8	16.4	7.0	24.6	20.7
Caroline	61.0	43.1	70.7	.....	.....	21.7	13.3	23.8	12.8	33.6	28.0
Carroll	62.8	53.5	85.2	.....	.....	38.5	24.2	34.2	34.2	37.9	37.1
Cecil	53.4	49.9	93.5	.....	.....	35.8	19.1	29.4	15.2	46.3	34.3
Charles	36.9	23.1	62.5	3.6	41.7	18.0	6.7	21.9	10.4	31.3	25.6
Dorchester	57.8	40.0	69.3	9.1	52.8	20.2	11.7	22.3	11.8	31.5	32.7
Frederick	67.6	53.8	79.5	11.0	87.5	27.3	18.5	27.6	12.6	42.5	42.8
Harford	55.1	46.3	84.0	.....	.....	34.0	18.7	35.3	23.0	46.8	34.3
Howard	47.8	33.3	69.5	.....	.....	20.0	9.6	22.7	0.8	34.8	24.7
Kent	57.3	36.9	64.4	6.9	15.8	21.8	12.5	22.5	13.6	30.8	28.3
Montgomery	53.4	38.4	71.8	.....	.....	19.8	10.5	25.3	8.0	40.2	26.7
Prince George's	44.3	36.1	81.3	.....	.....	26.3	11.7	31.2	18.2	40.7	29.0
Queen Anne's	52.8	39.6	75.0	.....	.....	16.8	8.9	23.8	10.0	33.3	26.0
St. Mary's	32.9	21.5	65.2	.....	.....	19.6	6.4	18.1	11.0	25.9	20.1
Somerset	58.1	40.2	69.1	.....	.....	16.1	9.4	22.0	10.8	29.4	25.5
Talbot	66.9	47.2	70.5	5.8	52.6	18.4	12.3	24.4	11.2	34.0	34.3
Washington	43.4	38.3	88.2	.....	.....	32.7	14.2	30.0	10.2	50.7	30.8
Wicomico	75.5	52.3	69.3	19.0	50.0	27.2	20.5	36.5	27.0	36.7	41.4
Worcester	64.9	45.1	69.3	.....	.....	16.9	11.0	20.6	6.0	33.9	26.8
County Average	52.8	38.8	73.5	4.1	47.2	26.9	14.2	31.1	19.4	39.8	34.8
County Median	53.7	40.1	70.6	.....	.....	21.6	12.0	24.8	11.8	35.4	29.9

Column

1. Children 5 and under 18 years in average attendance.
2. Average days attended by each child 5 and under 18 years, divided by 2.
3. Average days schools were open, divided by 2.
4. Per cent. of attendance in high school, multiplied by 2.75.
5. Per cent. of boys to girls in high school.

Column

6. Total expenditure per child in average attendance.
7. Total expenditure per child 5 and under 18 years.
8. Total expenditure per teacher, principal and supervisor, divided by 24.
9. Expenditure other than salaries per child in attendance, multiplied by 2.
10. Average monthly salary per teacher, principal and supervisor.

TABLE IV
RANK OF MARYLAND COUNTIES IN COMPONENTS OF 1922 INDEX NUMBER FOR WHITE SCHOOLS

COUNTY	RANK IN COMPONENTS OF 1922 INDEX NUMBER										Number Index 1922
	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	
Allegany	17	16	16	9	20	1	2	2	1	2	2
Anne Arundel	16	17	21	20	11	14	15	7	14	5	15
Baltimore	12	8	5	18	7	2	1	1	3	1	1
Calvert	21	21	13	12	9	12	18	19	16	20	20
Caroline	1	1	6	3	16	17	14	17	15	17	13
Carroll	10	13	19	14	14	15	12	13	10	14	16
Cecil	13	11	3	13	3	13	13	12	20	4	12
Charles	22	22	23	22	4	16	22	22	22	19	22
Dorchester	14	14	9	8	8	18	17	21	19	21	19
Frederick	11	9	7	5	2	8	6	6	5	9	3
Garrett	3	7	22	21	10	22	19	23	21	23	21
Harford	8	2	1	11	17	11	10	10	12	7	11
Howard	19	18	2	19	22	3	7	3	2	16	4
Kent	4	4	8	7	15	6	3	14	13	8	10
Montgomery	20	20	15	16	18	4	9	4	6	3	6
Prince George's	18	19	10	17	12	9	11	5	4	11	7
Queen Anne's	6	5	4	6	21	5	4	8	8	10	5
St. Mary's	23	23	11	.....	.....	10	23	20	11	22	23
Somerset	15	15	12	10	5	21	20	18	18	18	18
Talbot	5	6	17	4	6	10	8	9	9	12	9
Washington	7	10	14	15	1	23	21	15	23	6	17
Wicomico	2	3	18	2	13	20	16	16	17	13	14
Worcester	9	12	20	1	19	7	5	11	7	15	8

Column
1. Children 5 and under 18 years in average attendance.
2. Average days attended by each child 5 and under 18 years.
3. Average days schools were open.
4. Per cent of attendance in high school.
5. Per cent of boys to girls in high school.
6. Total expenditure per child in average attendance.
7. Total expenditure per child 5 and under 18 years.
8. Total expenditure per teacher and principal.
9. Expenditure other than salaries per child in attendance.
10. Average monthly salary per teacher and principal.

TABLE IVa

RANK OF MARYLAND COUNTIES IN COMPONENTS OF 1922 INDEX NUMBER FOR COLORED SCHOOLS

COUNTY	RANK IN COMPONENTS OF 1922 INDEX NUMBER										Rank in Index Number, 1922
	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	
Allegany	17	10	3	1	7	6	8	5	1	1	1
Anne Arundel	11	18	19	5	6	12	12	11	11	11	10
Baltimore	15	5	1	.....	.....	1	1	1	5	2	2
Calvert	20	20	18	.....	.....	22	22	22	21	22	21
Caroline	6	9	11	.....	.....	11	9	13	9	15	14
Carroll	5	2	5	.....	.....	2	2	4	2	9	5
Cecil	12	4	2	.....	.....	3	4	8	7	5	6
Charles	21	21	22	8	5	18	20	19	16	18	18
Dorchester	8	12	14	4	2	13	13	17	12	17	9
Frederick	2	1	8	3	1	7	6	9	10	6	3
Harford	10	7	6	.....	.....	4	5	3	4	4	7
Howard	16	19	13	.....	.....	14	17	15	19	12	20
Kent	9	16	21	6	8	10	10	16	8	19	13
Montgomery	13	14	10	.....	.....	15	16	10	20	8	16
Prince George's	18	17	7	.....	.....	9	11	6	6	7	12
Queen Anne's	14	13	9	.....	.....	20	19	14	18	16	17
St. Mary's	22	22	20	.....	.....	16	21	21	14	21	22
Somerset	7	11	17	.....	.....	21	18	18	15	20	19
Talbot	3	6	12	7	3	17	11	12	13	13	8
Washington	19	15	4	.....	.....	5	7	7	17	3	11
Wicomico	1	3	15	2	4	8	3	2	3	10	4
Worcester	4	8	16	.....	.....	19	15	20	22	14	15

Column
1. Children 5 and under 18 years in average attendance.
2. Average days attended by each child 5 and under 18 years.
3. Average days schools were open.
4. Per cent. of attendance in high school.
5. Per cent. of boys to girls in high school.
6. Total expenditure per child in average attendance.
7. Total expenditure per child 5 and under 18 years.
8. Total expenditure per teacher and principal.
9. Expenditure other than salaries per child in attendance.
10. Average monthly salary per teacher and principal.

TABLE V
NUMBER OF SCHOOL BUILDINGS, CLASSROOMS AND SEATS FOR THE SCHOOL YEAR ENDED JULY 31, 1922

COUNTIES	NUMBER OF SCHOOL BUILDINGS							CLASSROOMS OCCUPIED			NUMBER OF SEATS OR SITTINGS				
	White			Colored							White				
	Owned	Rented	Total	Owned	Rented	Total	Grand Total	White	Colored	Total	Elementary	High	Total	Colored	Grand Total
Allegany	102	3	105	4	...	4	109	363	9	372	10,998	1,396	12,394	272	12,666
Anne Arundel	63	2	65	21	19	40	105	145	63	208	4,387	303	4,690	2,778	7,468
Baltimore	134	9	143	10	21	31	174	346	45	391	13,533	1,380	14,913	1,944	16,857
Calvert	33	3	36	20	1	21	57	42	24	66	1,290	130	1,420	1,285	2,705
Caroline	52	1	53	20	...	20	73	111	29	140	3,500	500	4,000	1,350	5,350
Carroll	116	7	123	5	5	10	133	221	12	233	7,200	650	7,850	550	8,400
Cecil	73	1	74	13	1	14	88	134	19	153	4,053	465	4,518	729	5,247
Charles	52	1	53	27	4	31	84	70	35	105	2,700	120	2,820	1,540	4,360
Dorchester	84	..	84	36	5	41	125	146	53	199	4,200	300	4,500	2,200	6,700
Frederick	141	6	147	23	3	26	173	307	33	340	10,374	957	11,331	1,157	12,488
Garrett	143	8	151	...	...	...	151	205	....	205	5,639	348	5,987	.....	5,987
Harford	75	1	76	14	5	19	95	152	25	177	4,720	680	5,400	870	6,270
Howard	46	1	47	7	8	15	62	74	18	92	2,354	232	2,586	820	3,406
Kent	45	..	45	20	6	26	71	84	33	117	1,850	300	2,150	1,350	3,500
Montgomery	66	1	67	26	7	33	100	152	39	191	4,939	700	5,639	2,200	7,839
Prince George's	73	2	75	34	7	41	116	189	57	246	7,000	800	7,800	2,800	10,600
Queen Anne's	52	3	55	18	3	21	76	98	23	121	3,034	426	3,460	1,090	4,550
St. Mary's	50	3	53	23	9	32	85	62	33	95	2,220	.....	2,220	1,280	3,500
Somerset	45	5	50	26	3	29	79	104	45	149	3,084	406	3,490	2,275	5,765
Talbot	43	..	43	20	2	22	65	88	32	120	3,750	400	4,150	1,800	5,950
Washington	127	1	128	6	3	9	137	308	12	320	12,650	800	13,450	500	13,950
Wicomico	64	3	67	19	4	23	90	148	40	188	4,432	867	5,299	1,676	6,975
Worcester	61	..	61	16	10	26	87	133	45	178	3,288	585	3,873	2,208	6,081
Total Counties	1,740	61	1,801	408	126	534	2,335	3,682	724	4,406	121,195	12,745	133,940	32,674	166,614
Baltimore City	*†216	12	*†228	34	*8	*42	*†270	†2,055	†300	†2,355	‡80,199	8,196	§88,395	§13,129	§101,524
Total State	1,956	73	2,029	442	134	576	2,605	5,737	1,024	6,761	201,394	20,941	222,335	45,803	268,138

*Portables used by white children, 100; by colored children, 8.
†Excludes teachers' training school.
‡Includes 9,325 and 253 sittings in junior high and vocational schools respectively.
§Excludes 402 and 154 sittings in white and colored teachers' training schools respectively.

TABLE VI

NUMBER OF SCHOOLS FOR THE YEAR ENDED JULY 31, 1922

COUNTIES	NUMBER OF SCHOOLS												Grand Total	SCHOOLS CLOSED BY CONSOLIDATION			NEW SCHOOLS ORGANIZED OR REOPENED		
	WHITE						COLORED												
	Elementary						Elementary												
	One Teacher	Two Teachers	Three or More	Total	High Schools	Total	One Teacher	Two Teachers	Three or More	Total	High Schools	Total		White	Colored	Total	White	Colored	Total
Allegany	52	16	30	98	8	106	...	1	1	2	1	3	109	1	..	1	1	..	1
Anne Arundel	36	13	13	62	2	64	30	9	1	40	1	41	105	2	2	4	2	2	4
Baltimore	40	38	34	112	6	118	28	4	3	30	..	30	148	..	2	2	2	..	2
Calvert	31	2	1	34	3	37	19	1	1	21	..	21	58	1	..	1	1	1	2
Caroline	32	8	10	50	5	55	15	2	3	20	..	20	75	..	..	..	..	..	..
Carroll	90	12	13	115	9	124	8	2	‡	10	..	10	134	4	2	6	10	..	10
Cecil	51	9	8	68	8	76	11	2	1	14	..	14	90	1	..	1	..	..	..
Charles	45	7	1	53	2	55	29	1	1	31	1	32	87	1	..	1	1	2	3
Dorchester	59	11	9	79	5	84	32	6	2	40	1	41	125	..	..	..	2	..	2
Frederick	99	19	20	138	11	149	19	4	2	25	1	26	175	2	1	3	..	1	1
Garrett	125	14	7	146	5	151	...	..	..	...	..	...	151	..	..	..	..	..	..
Harford	51	14	7	72	6	78	14	4	1	19	..	19	97	1	..	1	1	..	1
Howard	31	6	5	42	4	46	13	1	1	15	..	15	61	..	..	..	1	..	1
Kent	24	5	9	38	5	43	20	3	1	24	1	25	68	..	..	..	..	..	..
Montgomery	39	11	15	65	7	72	29	3	1	33	..	33	105	2	..	2	1	2	3
Prince George's	40	16	15	71	7	78	29	9	3	41	..	41	119	..	..	..	..	..	..
Queen Anne's	37	7	5	49	5	54	20	..	1	21	..	21	75	..	..	..	1	..	1
St. Mary's	43	8	1	52	...	52	23	5	..	28	..	28	80	‡3	‡1	‡‡4	..	2	2
Somerset	25	11	9	45	4	49	20	6	3	29	..	29	78	2	..	2	1	..	1
Talbot	18	6	9	33	5	38	17	3	2	22	1	23	61	5	‡1	‡6	..	1	1
Washington	79	20	21	120	7	127	7	..	1	8	..	8	135	..	..	..	..	..	..
Wicomico	43	8	11	62	8	70	10	5	4	19	1	20	90	..	..	..	1	..	1
Worcester	34	8	8	50	6	56	18	3	5	26	..	26	82	1	..	1	1	1	2
Total Counties	1,124	269	261	1,654	128	1,782	406	74	38	518	8	526	2,308	26	9	35	26	12	38
Baltimore City	4	5	*111	*120	4	†124	4	3	19	26	1	†27	†151	3	..	3	..	2	2
Total State	1,128	274	372	1,774	132	1,906	410	77	57	544	9	553	2,459	29	9	38	26	14	40

*Includes 10 junior high and 1 vocational school.
†Excludes 1 white teachers' training school and 1 colored teachers' training school.
‡One school closed because of small attendance.

TABLE VII

ENROLLMENT FOR THE SCHOOL YEAR 1921-1922

COUNTIES.	WHITE							COLORED							
	Elementary Schools			High Schools				Elementary Schools			High Schools				
	Male	Female	Total	Male	Female	Total	Total White	Male	Female	Total	Male	Female	Total	Total Colored	Grand Total
Allegany	5,506	5,492	10,998	534	862	1,396	12,394	122	116	238	7	27	34	272	12,666
Anne Arundel	2,268	2,316	4,584	172	232	404	4,988	1,392	1,477	2,869	15	37	52	2,921	7,909
Baltimore	6,857	6,113	12,970	598	755	1,353	14,323	960	956	1,916	...	...	...	1,916	16,239
Calvert	544	524	1,068	52	67	119	1,187	660	627	1,287	...	...	...	1,287	2,474
Caroline	1,655	1,487	3,142	204	300	504	3,646	670	597	1,267	...	...	...	1,267	4,913
Carroll	3,334	2,771	6,105	272	378	650	6,755	251	230	481	...	...	...	481	7,236
Cecil	1,866	1,648	3,454	210	247	457	3,911	286	315	601	...	...	...	601	4,512
Charles	1,004	940	1,944	48	58	106	2,050	864	898	1,762	5	12	17	1,779	3,829
Dorchester	1,836	1,778	3,614	213	271	484	4,098	1,040	956	1,996	19	36	55	2,051	6,149
Frederick	4,528	4,149	8,677	575	672	1,247	9,924	589	589	1,178	21	24	45	1,223	11,147
Garrett	2,784	2,559	5,343	150	196	346	5,689	.....	.....	.....	...	...	...	.....	5,689
Harford	2,297	2,101	4,398	228	344	572	4,970	475	456	931	...	...	...	931	5,901
Howard	1,249	1,105	2,354	84	148	232	2,586	418	402	820	...	...	...	820	3,406
Kent	932	897	1,829	104	154	258	2,089	621	613	1,234	3	19	22	1,256	3,345
Montgomery	2,278	2,089	4,367	191	300	491	4,858	990	933	1,923	...	...	...	1,923	6,781
Prince George's	3,152	2,974	6,126	291	389	680	6,806	1,254	1,365	2,619	...	...	...	2,619	9,425
Queen Anne's	1,146	1,076	2,222	123	199	322	2,544	543	605	1,148	...	...	...	1,148	3,692
St. Mary's	1,192	1,012	2,204	....	....	....	2,204	735	715	1,450	...	...	...	1,450	3,654
Somerset	1,548	1,539	3,087	183	223	406	3,493	1,133	1,145	2,278	...	...	...	2,278	5,771
Talbot	1,111	1,024	2,135	146	183	329	2,464	700	668	1,368	10	19	29	1,397	3,681
Washington	5,504	5,136	10,640	520	550	1,070	11,710	172	198	370	...	...	...	370	12,080
Wicomico	2,116	1,910	4,026	338	466	804	4,830	832	809	1,641	38	76	114	1,755	6,585
Worcester	1,556	1,732	3,288	227	358	585	3,873	987	1,221	2,208	...	...	...	2,208	6,081
Total Counties	56,203	52,372	108,575	5,463	7,352	12,815	121,392 *116,059	15,694	15,891	31,585	118	250	368	31,953 *31,350	153,345 *147,409
Baltimore City	†40,558	†39,163	†79,721	3,932	3,380	7,312	o87,033 ‡x85,725	7,121	7,867	14,988	302	722	1,024	o16,012 ‡o15,755	o103,045 ‡o101,480
Total State	96,761	91,535	188,296	9,395	10,732	20,127	o208,425 ‡x201,784	22,815	23,758	46,573	420	972	1,392	o47,965 *‡o47,105	o256,390 *‡ox248,889

*Enrollment for the counties of the State excluding duplicates: White boys, 58,977; girls, 57,982; colored boys, 15,590; girls, 15,760.
†Enrollment for Baltimore City excluding duplicates: White boys, 43,788; girls, 41,937; colored boys, 7,317; girls, 8,488.
‡Includes 3,767 boys and 3,545 girls in grades 7 and 8; and 354 boys and 654 girls in grade 9 of junior high and vocational schools.

TABLE VIII

AGGREGATE DAYS AND AVERAGE DAILY ATTENDANCE FOR THE SCHOOL YEAR ENDED JULY 31, 1922

COUNTIES	AGGREGATE DAYS ATTENDANCE					AVERAGE DAILY ATTENDANCE				
	WHITE					WHITE				
	Elementary Schools	High Schools	Total	Colored	Grand Total	Elementary Schools	High Schools	Total	Colored	Grand Total
Allegany	1,671,707	232,692	1,904,399	43,717	1,948,116	9,303	1,297	10,600	239	10,839
Anne Arundel	661,981	66,896	728,877	234,122	962,999	3,741	355	4,096	1,787	5,883
Baltimore	1,824,408	217,434	2,041,842	241,651	2,283,493	9,783	1,160	10,943	1,249	12,192
Calvert	126,188	17,830	144,018	93,263	237,281	694	103	797	679	1,476
Caroline	437,319	79,348	516,667	111,394	628,061	2,355	433	2,788	788	3,576
Carroll	775,564	105,513	881,077	47,198	928,275	4,341	591	4,932	277	5,209
Cecil	504,399	71,042	575,441	73,652	649,093	2,689	375	3,064	394	3,458
Charles	231,644	13,457	245,101	127,364	372,465	1,348	83	1,431	1,019	2,450
Dorchester	497,733	79,212	576,945	197,488	774,433	2,723	424	3,147	1,425	4,572
Frederick	1,211,707	203,313	1,415,020	138,672	1,553,692	6,551	1,091	7,642	872	8,514
Garrett	669,195	52,267	721,462	.....	721,462	3,876	285	4,161	.....	4,161
Harford	625,436	93,427	718,863	104,700	823,563	3,198	480	3,678	623	4,301
Howard	319,756	36,045	355,801	68,160	423,961	1,668	187	1,855	490	2,345
Kent	257,223	42,002	299,225	101,754	400,979	1,407	223	1,630	790	2,420
Montgomery	578,913	75,052	653,965	176,282	830,247	3,214	408	3,622	1,228	4,850
Prince George's	850,384	106,104	956,488	272,741	1,229,229	4,658	571	5,229	1,676	6,905
Queen Anne's	308,025	51,225	359,250	117,372	476,622	1,643	272	1,915	782	2,697
St. Mary's	255,418	.....	255,418	97,805	353,223	1,409	....	1,409	750	2,159
Somerset	404,823	61,250	466,073	208,884	674,957	2,235	340	2,575	1,510	4,085
Talbot	305,653	54,325	359,978	152,569	512,547	1,706	297	2,003	1,083	3,086
Washington	1,513,022	177,021	1,690,043	46,545	1,736,588	8,374	982	9,356	264	9,620
Wicomico	582,692	132,677	715,369	187,561	902,930	3,246	734	3,980	1,355	5,335
Worcester	389,083	89,416	478,499	191,236	669,735	2,182	497	2,679	1,378	4,057
Total Counties	15,002,273	2,057,548	17,059,821	3,034,130	20,093,951	82,344	11,188	93,532	20,658	114,190
Baltimore City	*12,143,555	1,211,366	†13,354,921	‡2,349,447	††15,704,368	*65,168	6,584	†71,752	‡11,456	††84,208
Total State	27,145,828	3,268,914	†30,414,742	‡5,383,577	††35,798,319	*147,512	17,772	†165,284	‡32,114	††198,398

*Includes 1,103,005 aggregate days and 6,698 pupils in average attendance in grades 7 and 8; and 129,403 aggregate days and 739 pupils in average attendance in grade 9 of Junior High and Vocational Schools.

†Excludes 38,628 aggregate days and 222 pupils in average attendance in white teacher training schools.

‡Excludes 26,537 aggregate days and 144 pupils in average attendance in colored teacher training schools.

TABLE IX

NUMBER OF TEACHING POSITIONS FOR THE SCHOOL YEAR ENDED JULY 31, 1922

COUNTIES	WHITE							COLORED							
	Elementary School			High School			Total White	Elementary School			High School			Total Colored	Grand Total
	Male	Female	Total	Male	Female	Total		Male	Female	Total	Male	Female	Total		
Allegany	16	280	296	25	42	67	363	1	5	6	1	2	3	9	372
Anne Arundel	16	121	137	7	13	20	157	13	45	58	2	3	5	63	220
Baltimore	18	281	299	9	47	56	355	9	37	46	..	..	..	46	401
Calvert	..	38	38	4	...	4	42	6	18	24	..	..	..	24	66
Caroline	3	84	87	8	16	24	111	4	25	29	..	..	..	29	140
Carroll	35	135	170	14	28	§42	212	2	10	12	..	..	..	12	224
Cecil	1	105	106	7	21	28	134	2	17	19	..	..	..	19	153
Charles	6	60	66	1	3	4	70	4	30	34	1	..	1	35	105
Dorchester	10	114	124	9	14	23	147	17	33	50	2	1	3	53	200
Frederick	41	207	248	26	28	54	302	8	26	34	1	..	1	35	337
Garrett	47	140	187	8	10	18	205	...	...	....	..	..	..	....	205
Harford	5	117	122	11	19	30	152	6	19	25	..	..	..	25	177
Howard	5	59	64	5	7	12	76	3	15	18	..	..	..	18	94
Kent	2	64	66	8	12	20	86	2	28	30	1	..	1	31	117
Montgomery	5	123	128	8	16	24	152	7	32	39	..	..	..	39	191
Prince George's	4	150	154	13	22	35	189	5	53	58	..	..	..	58	247
Queen Anne's	2	70	72	7	14	21	93	2	21	23	..	..	..	23	116
St. Mary's	6	56	62	...	...	...	62	4	30	34	..	..	..	34	96
Somerset	4	82	86	5	13	18	104	13	32	45	..	..	..	45	149
Talbot	4	58	62	9	12	21	83	5	26	31	1	1	2	33	116
Washington	46	224	270	23	14	37	307	4	8	12	..	..	..	12	319
Wicomico	1	114	115	12	21	33	148	9	27	36	2	2	4	40	188
Worcester	4	91	95	13	25	38	133	8	37	45	..	..	..	45	178
Total Counties	281	2,773	3,054	232	397	629	3,683	134	574	708	11	9	20	728	4,411
Baltimore City	*112	*2,106	*2,218	164	113	277	†2,495	76	303	379	21	16	37	‡416	††2,911
Total State	393	4,879	5,272	396	510	906	6,178	210	877	1,087	32	25	57	1,144	7,322

*Includes 40 male and 252 female teachers in junior high schools, and 12 male teachers in the vocational schools.
†Excludes 2 male and 9 female teachers in training school for white teachers.
‡Excludes 2 male and 3 female teachers in training school for colored teachers.

TABLE X

ATTENDANCE IN ONE-TEACHER SCHOOLS—1921-1922

ONE TEACHER SCHOOLS HAVING AN AVERAGE ATTENDANCE OF

COUNTIES	WHITE								COLORED							
	10 or less	11—15	16—20	21-25	26-30	31—40	41 or over	Total White	10 or less	11—15	16—20	21-25	26-30	31—40	41 or over	Total Colored
Allegany	7	11	16	11	3	4	..	52	..	..	..	..	..	..	..	..
Anne Arundel	2	10	8	11	4	..	1	36	2	2	4	7	2	9	4	30
Baltimore	..	4	9	4	7	14	2	40	..	4	6	5	4	3	1	23
Calvert	4	10	5	6	5	1	..	31	..	3	3	4	2	4	3	19
Caroline	2	5	6	11	4	4	..	32	..	..	4	1	6	3	1	15
Carroll	..	6	33	26	15	10	..	90	1	2	..	2	3	..	..	8
Cecil	2	9	15	17	7	1	..	51	1	2	4	3	..	1	..	11
Charles	4	17	9	7	5	1	1	44	1	6	4	4	3	6	5	29
Dorchester	13	15	17	6	6	2	..	59	1	5	6	7	6	4	3	32
Frederick	3	11	29	23	17	15	1	99	..	4	7	3	3	1	1	19
Garrett	16	44	37	16	9	3	..	125	..	..	..	..	..	..	..	..
Harford	..	12	14	10	8	7	..	51	1	1	3	4	2	2	..	13
Howard	1	..	11	10	6	3	..	31	1	..	4	2	..	5	1	13
Kent	5	9	6	2	1	1	..	24	1	..	4	10	2	1	2	20
Montgomery	1	4	11	11	7	5	..	39	..	1	4	1	9	10	4	29
Prince George's	3	4	10	9	4	9	1	40	..	2	3	3	7	7	7	29
Queen Anne's	..	10	14	10	2	1	..	37	..	3	..	1	2	7	7	20
St. Mary's	..	10	11	10	6	5	1	43	..	5	6	3	5	3	1	23
Somerset	1	8	5	3	3	6	..	26	..	1	3	3	6	1	5	19
Talbot	1	4	5	3	3	2	..	18	..	2	1	1	4	7	2	17
Washington	1	15	26	17	10	9	1	79	1	3	1	2	..	..	..	7
Wicomico	2	5	3	14	8	10	1	43	..	..	2	3	1	3	1	10
Worcester	4	10	14	5	1	..	..	34	1	1	4	1	3	6	2	18
Total	72	233	314	242	141	113	9	1,124	11	47	73	70	70	83	50	404

TABLE XI

RECEIPTS FROM THE STATE OF MARYLAND FOR ALL PURPOSES FOR THE YEAR ENDED JULY 31, 1922

COUNTIES	Census and Attendance	High School Aid	Free Book Fund	Materials of Instruction	Salaries of Officials	Colored Industrial Fund	Special Appropriations	Total	Common Free School Fund	Vocational Fund	Total from State
Allegany	$108,403.27	$14,752.00	$7,235.60	$2,411.88	$3,100.00	$750.00	.....	$136,652.75	$268.66	$1,008.00	$137,929.41
Anne Arundel	57,541.70	4,079.00	4,178.16	1,392.72	3,100.00	1,500.00	.....	71,791.58	578.82	138.25	72,508.65
Baltimore	117,978.36	13,633.00	9,009.92	3,003.32	3,100.00	750.00	.....	147,474.60	610.92	3,496.06	151,581.58
Calvert	17,628.84	1,360.00	1,421.44	473.80	1,200.00	1,500.00	$1,500.00	25,084.08	115.14	.....	25,199.22
Caroline	31,844.30	8,542.00	2,801.28	933.76	2,250.00	1,500.00	.....	47,871.34	460.38	825.00	49,156.72
Carroll	49,498.57	10,693.00	4,327.08	1,442.36	3,100.00	1,500.00	.....	70,561.01	558.86	1,637.50	72,757.37
Cecil	34,506.43	9,479.00	2,669.96	890.00	2,600.00	1,500.00	.....	51,645.39	355.34	.....	52,000.73
Charles	30,875.93	1,359.00	2,245.00	748.32	1,100.00	1,500.00	1,000.00	38,828.25	115.14	250.00	39,193.39
Dorchester	42,606.18	7,789.00	3,449.00	1,149.68	1,500.00	1,500.00	.....	57,993.86	560.06	.....	58,553.92
Frederick	81,144.40	15,946.00	6,417.32	2,139.12	3,109.00	1,500.00	.....	110,246.84	1,062.26	1,875.97	113,185.07
Garrett	36,493.42	6,234.00	3,130.12	1,043.36	2,850.00	.....	4,000.00	53,750.90	153.52	1,291.48	55,195.90
Harford	41,911.02	9,742.00	3,370.44	1,123.48	2,470.00	1,500.00	.....	60,116.94	409.32	1,657.49	62,183.75
Howard	25,408.92	3,896.00	1,881.60	627.20	1,800.00	1,500.00	.....	35,114.32	345.14	1,057.16	36,516.62
Kent	22,582.37	5,618.00	1,920.88	640.28	1,710.00	1,500.00	.....	33,971.53	431.88	.....	34,403.41
Montgomery	51,418.32	9,244.00	3,739.72	1,246.56	3,000.00	1,500.00	.....	70,148.60	948.84	1,045.33	72,142.77
Prince George's	73,993.08	10,603.00	5,335.84	1,778.60	2,850.00	1,500.00	.....	96,060.52	519.94	1,863.34	98,443.80
Queen Anne's	25,589.77	6,742.00	2,120.16	706.72	2,750.00	1,500.00	.....	39,408.65	483.40	.....	39,892.05
St. Mary's	29,672.42	.....	2,123.08	707.68	1,750.00	1,500.00	1,000.00	36,753.18	290.40	.....	37,043.58
Somerset	39,756.33	5,975.34	2,383.36	1,127.76	900.00	1,500.00	.....	52,642.79	364.18	.....	53,006.97
Talbot	27,122.02	7,334.00	2,310.08	770.04	2,800.00	1,500.00	.....	41,836.14	580.78	.....	42,416.92
Washington	91,915.88	11,326.60	7,061.52	2,353.84	3,000.00	750.00	.....	116,407.24	579.16	883.33	117,869.73
Wicomico	48,557.99	10,058.60	3,762.60	1,254.20	2,700.00	1,500.00	.....	67,832.79	489.34	.....	68,322.13
Worcester	36,519.03	9,609.60	3,470.64	1,156.92	2,500.00	1,500.00	.....	54,755.59	396.58	1,039.99	56,192.16
Total Counties	$1,122,968.55	$184,013.34	$87,364.80	$29,121.60	$55,230.00	$30,750.00	$7,500.00	$1,516,948.89	$10,678.06	$18,068.90	$1,545,695.85
Baltimore City	911,495.99	15,850.00	62,635.20	20,878.40	3,100.00	.....	.....	1,013,959.59	1,074.62	11,938.58	1,026,972.79
Total State	$2,034,464.54	$199,863.34	$150,000.00	$50,000.00	$58,330.00	$30,750.00	$7,500.00	$2,530,908.48	$11,752.68	$30,007.48	$2,572,668.64

RECEIPTS FROM ALL SOURCES FOR THE YEAR ENDED JULY 31, 1922

COUNTIES	Balance Aug. 1, 1921	State	County School Tax	Licenses	Tuition Fees	Interest on Deposits	Sales of Property	Other Sources	Borrowed	Total Receipts
Allegany	$ $321,014.68	$137,929.41	$459,164.00	.....	$250.95	$1,598.90	$60.00	$4,646.88	§$428,817.85	$1,353,482.67
Anne Arundel	*19,014.15	72,508.65	212,305.17	$2,077.97	980.67	.....	75.00	†12,195.33	.....	281,128.64
Baltimore	575.55	151,581.58	672,056.00	285.00	12,131.56	222.92	24,804.00	‡188,200.14	§73,374.08	1,123,230.83
Calvert	2,312.23	25,199.22	25,811.33	1,262.25	.....	.....	.....	616.09	.....	55,201.12
Caroline	1,239.00	49,156.72	95,750.00	.....	2,852.51	.....	.....	348.90	2,500.00	151,838.13
Carroll	2,524.66	72,757.37	201,108.59	.....	2,118.55	.....	956.11	1,691.30	.....	281,156.58
Cecil	444.24	52,000.73	143,577.76	90.25	79.98	461.54	.....	1,266.13	14,737.00	212,657.63
Charles	12,012.39	39,193.39	28,621.60	961.07	.....	331.84	942.91	‖17,079.89	.....	‖99,143.09
Dorchester	3,712.67	58,553.92	119,418.33	3,659.88	.....	133.54	235.00	1,725.66	.....	187,439.00
Frederick	§23,319.87	113,185.07	281,854.98	.....	.....	794.60	.....	1,307.43	§143,071.45	563,533.40
Garrett	660.68	55,195.90	110,863.97	251.75	797.32	204.44	16.83	199.52	.....	168,190.41
Harford	1,829.28	62,183.75	161,350.00	.....	803.53	95.93	650.00	4,234.86	.....	231,147.35
Howard	682.70	36,516.62	106,703.50	.....	1,545.55	175.37	575.00	1,733.56	3,430.00	151,362.30
Kent	9,801.97	31,403.41	84,463.11	572.90	1,500.00	163.53	389.03	18.91	.....	131,312.86
Montgomery	561.05	72,142.77	218,088.15	.....	22.72	10.89	275.00	1,389.77	.....	292,490.35
Prince George's	2,009.52	98,443.80	194,143.90	.....	3,340.00	1,484.01	350.00	1,622.34	§118,921.00	420,314.57
Queen Anne's	517.09	39,892.05	82,028.95	1,165.96	5,051.68	.....	60.00	691.07	§33,219.69	162,626.49
St. Mary's	10,166.93	37,043.58	33,750.00	1,671.38	.....	.....	.....	1,024.69	.....	83,656.58
Somerset	2,665.81	53,006.97	78,390.60	3,010.87	.....	62.24	395.44	1,754.49	.....	139,286.42
Talbot	2,864.01	42,416.92	90,743.00	257.78	137.50	.....	1,444.99	1,393.38	$5,600.00	144,857.58
Washington	8,527.24	117,869.73	323,491.22	.....	234.00	.....	2,418.50	871.38	.....	453,412.07
Wicomico	2,150.00	68,322.13	152,051.66	831.25	1,218.50	.....	170.00	4,440.49	.....	229,184.03
Worcester	1,103.50	56,192.16	130,000.00	.....	31.00	.....	369.59	1,323.74	.....	189,019.99
Total Counties	$391,671.92	$1,545,695.85	$4,005,735.82	$16,098.31	$33,096.02	$5,739.75	$34,187.40	$249,775.95	§$823,671.07	$7,105,672.09
Baltimore City	$6,378,237.81	1,026,972.79	7,336,271.13	.....	11,027.42	.....	5,980.13	.....	$2,500,000.00	17,258,489.28
Total State	$6,769,909.73	$2,572,668.64	$11,342,006.95	$16,098.31	$44,123.44	$5,739.75	$40,167.53	$249,775.95	§$3,323,671.07	$24,364,161.37

*Overdraft.
†Includes $8,000 received from Baltimore City on account of schools in annexed territory.
‡Includes $185,235.31 received from Annex Fund for buildings, alterations and equipment.
§Includes receipts from sale of bonds.
‖Includes $15,784.13 from Federal Government for Indian Head.

TABLE XIII
DISBURSEMENTS FOR THE YEAR ENDED JULY 31, 1922

COUNTIES	General Control	Instruction	Operation	Maintenance	Auxiliary Agencies	Fixed Charges	Total Current Expense	Debt Service	Capital Outlay	Total Disbursed	Balance July 31, 1922	Grand Total
Allegany	$19,412.08	$517,955.16	$41,096.28	$14,019.48	$9,365.35	$7,110.63	$608,958.98	.....	$431,885.38	$1,040,844.36	$312,638.31	$1,353,482.67
Anne Arundel	9,195.40	207,628.02	22,201.73	5,982.06	10,699.32	1,648.66	257,355.19	$36,978.81	6,927.20	301,261.20	*20,132.56	281,128.64
Baltimore	21,348.82	656,954.45	61,269.52	17,617.26	36,091.07	4,304.92	797,586.04	16,117.33	244,605.73	1,058,309.10	64,921.73	1,123,230.83
Calvert	4,231.59	43,343.62	2,099.55	944.50	635.78	184.16	51,439.20	268.42	2,420.13	54,127.75	1,073.37	55,201.12
Caroline	6,360.34	113,672.82	12,158.50	7,766.97	6,658.16	520.36	147,137.15	704.23	3,282.19	151,123.57	714.56	151,838.13
Carroll	9,537.23	204,742.29	20,467.46	3,018.93	3,514.38	2,633.61	243,913.90	912.49	35,575.06	280,401.45	755.13	281,156.58
Cecil	7,226.41	159,590.27	9,275.90	3,850.33	2,847.17	341.16	183,131.24	2,196.60	1,785.85	187,113.69	25,543.94	212,657.63
Charles	3,936.47	†75,076.65	†3,048.02	955.53	†1,827.67	205.61	85,049.35	.....	†5,495.23	†90,544.58	8,598.51	†99,143.09
Dorchester	6,723.89	142,397.93	10,997.22	6,563.94	1,352.72	867.79	168,903.49	12,714.18	4,499.84	186,117.51	1,321.49	187,439.00
Frederick	9,760.06	325,102.12	35,542.32	5,666.59	13,671.71	1,258.28	391,001.08	5,038.23	125,797.26	521,836.57	41,696.83	563,533.40
Garrett	7,576.25	135,083.99	8,723.67	5,899.34	.....	702.52	157,985.77	119.99	10,063.50	168,169.26	21.15	168,190.41
Harford	7,047.36	168,964.99	16,785.54	5,874.83	1,763.83	403.80	200,840.35	67.13	26,201.05	227,108.53	4,038.82	231,147.35
Howard	5,373.03	78,029.08	6,366.61	3,477.61	6,557.42	447.34	100,251.09	3,512.83	45,134.60	148,898.52	2,463.78	151,362.30
Kent	5,843.98	99,933.64	13,522.02	2,107.20	3,822.93	443.85	125,673.62	242.60	2.50	125,918.72	5,894.14	131,312.86
Montgomery	10,742.00	213,646.16	21,669.38	18,435.57	11,832.06	1,522.59	277,847.76	3,849.22	8,902.14	290,599.12	1,891.23	292,490.35
Prince George's	10,321.75	215,349.80	27,287.96	13,346.00	11,047.06	1,185.00	278,537.57	7,480.71	89,489.37	375,507.65	44,806.92	420,314.57
Queen Anne's	6,881.60	111,830.79	14,433.43	3,402.82	3,807.19	1,471.38	141,827.12	19,253.19	1,070.00	162,150.31	476.18	162,626.49
St. Mary's	5,767.24	56,346.87	2,906.89	2,034.15	424.22	17.05	67,496.42	109.35	11,310.91	78,916.68	4,739.90	83,656.58
Somerset	4,461.09	107,152.05	6,754.75	1,743.73	355.96	672.40	121,139.98	893.20	16,054.64	138,087.82	1,198.60	139,286.42
Talbot	6,830.18	96,797.50	3,778.50	3,052.42	11,012.60	469.55	121,940.75	10,427.66	12,111.92	144,480.33	377.25	144,857.58
Washington	9,823.45	335,074.06	25,258.73	2,243.71	1,118.01	2,200.62	375,808.58	64,414.58	8,214.04	448,437.20	4,974.87	453,412.07
Wicomico	7,178.30	163,621.93	13,395.42	10,503.47	4,050.61	704.91	199,454.64	6,919.00	18,510.89	224,884.53	4,299.50	229,184.03
Worcester	7,431.76	149,805.86	13,671.31	6,523.51	9,121.74	1,290.98	187,845.16	481.42	12,214.55	200,541.13	*11,521.14	189,019.99
Total Counties	$193,010.28	$4,378,099.36	$392,710.71	$145,029.95	$151,576.96	$30,697.17	$5,291,124.43	$192,701.17	$1,121,553.98	$6,605,379.58	$500,292.51	$7,105,672.09
Baltimore City‡	109,784.57	4,891,756.42	538,799.76	916,237.17	151,123.48	23,980.92	6,631,682.32	331,000.00	1,417,569.15	8,380,251.47	8,878,237.81	17,258,489.28
Total State	$302,794.85	$9,269,855.78	$931,510.47	$1,061,267.12	$302,700.44	$54,678.09	$11,922,806.75	$523,701.17	$2,539,123.13	$14,985,631.05	$9,378,530.32	$24,364,161.37

*Overdraft.
†Prior to the annual report of 1921-22, expenditures made by the Federal Government at Indian Head were not included.
‡Includes disbursements of $45,748.67 for white, and $16,403.80 for colored teachers' training schools in Baltimore City.

TABLE XIV

DISBURSEMENTS FOR GENERAL CONTROL FOR THE YEAR ENDED JULY 31, 1922

COUNTIES	Office Expenses	Printing and Advertising	Board Members' Expenses	Legal and Auditing Services	Salary of Superintendent	Traveling Expenses of Superintendent	Salary of Assistant Superintendent	Traveling Expenses of Assistant Superintendent	Salary of Clerical Assistants	Salary of Attendance Officer	Traveling Expenses of Attendance Officer	Other Costs of Control	Total
Allegany	$2,423.48	$1,021.19	$300.00	$200.00	$5,000.00	$858.68	$2,880.00	$684.02	$3,059.10	$1,200.00	$456.45	$1,329.16	$19,412.08
Anne Arundel	561.51	409.34	297.00	100.00	3,000.00	693.84	.....	.....	1,500.00	1,200.00	500.00	933.71	9,195.40
Baltimore	2,104.38	1,442.21	600.00	994.00	4,500.00	500.08	3,600.00	300.00	4,569.65	600.00	.....	2,138.50	21,348.82
Calvert	196.43	188.15	300.00	.....	1,800.00	450.00	.....	.....	840.00	300.00	.....	157.01	4,231.59
Caroline	793.70	70.50	300.00	.....	2,000.00	365.06	.....	.....	1,000.00	1,100.00	283.70	447.38	6,360.34
Carroll	552.28	119.05	463.00	195.00	3,000.00	433.56	.....	.....	1,350.00	1,200.00	671.00	1,553.34	9,537.23
Cecil	395.56	95.00	750.00	104.71	2,500.00	442.62	.....	.....	1,200.00	1,200.00	448.52	90.00	7,226.41
Charles	150.39	378.83	225.00	100.00	1,800.00	399.13	.....	.....	850.00	.....	.....	33.12	3,936.47
Dorchester	724.89	46.50	600.00	.....	2,400.00	229.50	1,250.00	.....	600.00	600.00	200.00	73.00	6,723.89
Frederick	1,340.44	649.77	600.00	75.00	3,000.00	241.25	.....	.....	2,040.00	1,200.00	362.30	251.30	9,760.06
Garrett	590.29	941.42	300.00	75.00	2,500.00	339.73	.....	.....	1,400.00	1,200.00	229.81	.....	7,576.25
Harford	797.32	489.07	300.00	80.00	2,500.00	382.55	.....	.....	1,200.00	840.00	307.53	150.89	7,047.36
Howard	415.15	406.75	283.34	.....	2,400.00	195.91	.....	.....	900.00	650.00	86.79	35.09	5,373.03
Kent	343.03	274.32	270.00	100.00	2,340.00	400.00	.....	.....	936.00	1,080.00	.....	100.63	5,843.98
Montgomery	1,148.99	911.12	600.00	10.00	3,000.00	250.00	.....	.....	3,199.50	976.00	491.23	155.16	10,742.00
Prince George's	1,151.73	320.24	300.00	255.50	3,500.00	637.38	.....	.....	1,977.42	1,400.00	508.74	270.74	10,321.75
Queen Anne's	608.25	211.14	300.00	250.00	3,000.00	199.48	.....	.....	1,000.00	900.00	199.48	213.25	6,881.60
St. Mary's	253.46	231.01	300.00	15.00	2,500.00	320.65	.....	.....	1,080.00	1,000.00	10.12	57.00	5,767.24
Somerset	372.20	191.43	563.75	100.00	1,800.00	233.71	.....	.....	1,200.00	.....	.....	.....	4,461.09
Talbot	701.82	178.00	300.00	62.50	2,800.00	347.83	.....	.....	1,000.00	1,000.00	206.46	233.57	6,830.18
Washington	428.79	243.88	600.00	552.50	4,000.00	223.71	.....	.....	1,921.00	1,500.00	223.72	129.85	9,823.45
Wicomico	724.62	219.31	275.00	8.50	2,650.00	381.50	.....	.....	1,195.00	1,200.00	348.32	176.05	7,178.30
Worcester	283.27	369.95	285.49	233.55	2,500.00	250.00	.....	.....	1,500.00	1,000.00	300.00	709.50	7,431.76
Total Counties	$17,061.98	$9,408.18	$9,112.58	$3,511.26	$64,490.00	$8,776.17	$7,730.00	$984.02	$35,517.67	$21,246.00	$5,834.17	$9,238.25	$193,010.28
Baltimore City	*30,255.75	197.44	.....	.....	8,000.00	305.96	20,299.84	1,971.10	19,302.65	15,715.71	677.46	13,058.66	109,784.57
Total State	$47,317.73	$9,605.62	$9,112.58	$3,511.26	$72,490.00	$9,082.13	$28,029.84	$2,955.12	$54,820.32	$37,061.71	$6,511.63	$22,296.91	$302,794.85

*Includes $14,507.34 for salaries and $15,748.41 for expenses.

TABLE XV

DISBURSEMENTS FOR INSTRUCTIONAL SERVICE AND OPERATION OF SCHOOLS FOR THE YEAR ENDED JULY 31, 1922

COUNTIES	INSTRUCTIONAL SERVICE								OPERATION OF SCHOOL PLANT				
	Salaries of Supervisors	Traveling Expenses of Supervisors	Other Costs of Supervision	Teachers' Salaries	Text Books	Materials of Instruction	Other Costs of Instruction	Total for Instruction	Janitors' Wages	Fuel	Janitors' Supplies	Other Costs of Operation	Total for Operation
Allegany	$2,500.00	$268.06	.....	$475,399.04	$25,921.33	$11,776.52	$2,090.21	$517,955.16	$24,851.42	$10,524.69	$2,413.80	$3,306.37	$41,096.28
Anne Arundel	3,600.00	883.35	$344.32	186,018.26	8,498.29	4,569.75	3,714.05	207,628.02	7,662.50	12,528.08	791.29	1,219.86	22,201.73
Baltimore	10,741.47	626.43	141.21	611,979.42	17,159.65	13,956.68	2,349.59	656,954.45	22,950.00	29,815.81	3,040.96	5,462.75	61,269.52
Calvert	750.00	100.00	.....	40,156.64	2,046.39	265.59	25.00	43,343.62	178.50	1,837.67	63.15	20.23	2,099.55
Caroline	2,459.00	485.85	207.67	103,544.60	3,650.82	2,305.23	1,019.65	113,672.82	3,276.00	8,119.28	339.06	433.16	12,158.50
Carroll	2,900.00	287.22	.....	189,542.19	8,389.64	2,878.96	744.34	204,742.29	4,731.27	10,635.07	93.18	5,007.94	20,467.46
Cecil	2,300.00	664.44	200.00	150,559.42	3,438.94	1,908.89	518.58	159,590.27	2,679.25	5,075.38	309.68	1,211.59	9,275.90
Charles	1,000.00	150.00	.....	69,811.85	2,490.33	503.89	1,119.98	75,076.05	973.16	1,690.37	384.51	.....	3,048.02
Dorchester	750.00	217.29	.....	133,993.08	5,788.72	1,467.23	181.61	142,397.93	2,435.56	7,916.12	233.01	412.53	10,997.22
Frederick	4,909.00	484.13	68.02	303,267.66	10,062.72	2,407.54	3,912.05	325,102.12	11,579.60	20,169.77	923.29	2,869.68	35,542.32
Garrett	2,000.00	383.30	.....	128,778.97	3,087.56	834.16	.....	135,083.99	4,662.92	3,573.26	297.99	189.50	8,723.67
Harford	1,600.00	698.72	.....	159,305.20	4,635.72	2,515.10	210.25	168,964.99	5,293.00	10,243.80	252.06	996.68	16,785.54
Howard	903.46	150.47	.....	72,248.51	3,388.99	764.15	573.50	78,029.08	1,583.00	4,213.82	162.96	406.82	6,366.61
Kent	750.00	300.00	40.00	93,477.55	2,738.66	1,521.42	1,106.01	99,933.64	4,185.87	8,374.45	472.74	488.96	13,522.02
Montgomery	3,300.00	435.45	7.83	191,721.45	7,911.90	6,134.73	4,134.80	213,646.16	7,843.55	10,492.45	1,215.26	2,118.12	21,669.38
Prince George's	2,580.00	726.99	.....	200,319.05	8,541.84	2,455.77	726.15	215,349.80	11,298.48	14,638.10	764.48	586.90	27,287.96
Queen Anne's	2,400.00	599.29	205.71	95,775.04	7,226.35	3,753.12	1,871.19	111,830.70	4,266.60	8,895.37	579.08	692.38	14,433.43
St. Mary's	750.00	150.00	43.59	51,077.29	2,747.01	1,153.33	425.65	56,346.87	283.70	2,359.62	237.56	26.00	2,906.89
Somerset	749.60	151.08	.....	100,436.90	4,840.69	700.83	273.55	107,152.05	1,755.67	4,582.88	187.07	229.13	6,754.75
Talbot	1,925.60	532.33	28.43	88,443.74	3,691.86	1,666.86	509.28	96,797.50	1,765.33	948.96	366.54	697.67	3,778.50
Washington	3,500.00	633.66	310.59	318,609.87	5,934.61	2,613.98	3,471.35	335,074.06	9,366.23	12,892.77	868.54	2,631.19	25,258.73
Wicomico	2,375.09	589.22	.....	148,229.82	7,342.23	3,169.69	415.90	163,621.93	4,570.98	7,335.04	854.96	634.44	13,395.42
Worcester	2,390.00	769.80	.....	132,732.34	8,816.64	4,159.86	1,027.22	149,805.86	4,496.08	8,501.94	560.64	112.65	13,671.31
Total Counties	$58,532.92	$10,287.08	$1,597.37	$4,045,427.96	$158,350.89	$73,483.22	$30,419.91	$4,378,099.36	$142,688.67	$205,355.68	$14,911.81	$29,754.55	$392,710.71
Baltimore City	19,677.72	1,376.69	4,090.51	4,634,173.86	103,856.83	122,696.20	5,884.61	4,891,756.42	341,471.83	155,090.32	17,553.20	24,684.41	538,799.76
Total State	$78,210.65	$11,663.77	$5,687.88	$8,679,601.82	$262,207.72	$196,179.42	$36,304.52	$9,269,855.78	$484,160.50	$360,446.00	$32,465.01	$54,438.96	$931,510.47

TABLE XVI
DISBURSEMENTS FOR MAINTENANCE, AUXILIARY AGENCIES AND FIXED CHARGES FOR THE YEAR ENDED JULY 31, 1922

COUNTIES	MAINTENANCE				AUXILIARY AGENCIES							FIXED CHARGES				
	Repairs of Buildings and Upkeep of Grounds	Repairs and Replacement of Equipment	Other Costs of Maintenance	Total for Maintenance	School Libraries	Health Service	Transportation of Pupils	Community Activities	Tuition Fees to Adjoining Counties	Other Auxiliary Agencies	Total for Auxiliary Agencies	Insurance	Contributions and Contingencies	Rent	Other Fixed Charges	Total Fixed Charges
Allegany	$8,034.98	$4,682.15	$1,302.35	$14,019.48	$198.53	$565.00	$5,343.25	.....	.....	$3,258.57	$9,365.35	$6,962.12	$73.00	.....	$75.51	$7,110.63
Anne Arundel	3,201.41	942.46	1,838.19	5,982.06	90.00	832.72	9,220.10	$300.00	.....	256.50	10,699.32	1,490.66	158.00	.....	.....	1,648.66
Baltimore	6,418.15	3,674.11	7,525.00	17,617.26	80.00	11,663.66	20,951.06	258.75	$3,137.60	.....	36,091.07	1,760.42	444.50	$2,100.00	.....	4,304.92
Calvert	491.24	272.26	181.00	944.50	.....	.....	615.20	20.58	.....	.....	635.78	184.16	.....	.....	.....	184.16
Caroline	4,982.58	2,784.39	.....	7,766.97	.....	2.00	3,652.38	12.15	2,508.09	483.54	6,658.16	419.11	101.25	.....	.....	520.36
Carroll	2,438.54	541.53	38.86	3,018.93	386.47	149.90	815.95	1,090.86	957.96	113.24	3,514.38	2,633.61	.....	.....	.....	2,633.61
Cecil	2,556.21	1,119.15	174.97	3,850.33	100.00	.....	1,974.55	542.86	.....	229.78	2,847.17	337.66	3.50	.....	.....	341.16
Charles	729.18	90.95	135.40	955.53	77.67	.....	465.00	.....	910.00	375.09	1,527.67	205.61	.....	.....	.....	205.61
Dorchester	4,071.88	2,232.03	260.03	6,563.94	.....	.....	.....	.....	1,352.72	.....	1,352.72	749.94	117.85	.....	.....	867.79
Frederick	‖4,369.75	352.38	944.46	5,666.59	311.71	.....	5,121.73	331.67	7,026.44	880.16	13,671.71	1,258.28	.....	.....	.....	1,258.28
Garrett	3,083.50	1,644.92	1,170.92	5,899.34	.....	.....	.....	.....	.....	.....	.....	88.40	614.12	.....	.....	702.52
Harford	3,619.15	1,499.36	756.32	5,874.83	190.00	.....	554.30	613.45	388.08	18.00	1,763.83	383.80	20.00	.....	.....	403.80
Howard	2,984.43	149.18	344.00	3,477.61	.....	.....	.....	385.31	6,125.15	46.96	6,557.42	396.74	.....	.....	50.60	447.34
Kent	699.70	1,197.50	210.00	2,107.20	24.80	9.50	3,788.63	.....	.....	.....	3,822.93	443.85	.....	.....	.....	443.85
Montgomery	12,291.05	4,765.57	1,378.95	18,435.57	337.94	1,660.82	9,555.69	11.14	.....	266.47	11,832.06	1,364.16	.....	158.43	.....	1,522.59
Prince George's	9,237.39	4,198.61	.....	13,346.00	26.00	2,225.76	8,622.26	173.04	.....	.....	11,047.06	.....	15.00	1,170.00	.....	1,185.00
Queen Anne's	1,256.78	1,789.54	356.50	3,402.82	.....	34.30	920.00	12.85	1,727.50	1,112.54	3,807.19	913.35	15.00	110.00	433.03	1,471.38
St. Mary's	907.52	594.13	532.50	2,034.15	.....	.....	.....	.....	.....	424.22	424.22	.....	.....	.....	17.05	17.05
Somerset	1,082.31	336.42	325.00	1,743.73	.....	.....	.....	.....	.....	355.96	355.96	672.40	.....	.....	.....	672.40
Talbot	1,777.40	1,240.02	35.00	3,052.42	75.31	40.35	7,568.75	381.35	2,900.84	46.00	11,012.60	277.90	127.65	.....	64.00	469.55
Washington	1,009.98	681.73	552.00	2,243.71	.....	62.00	793.36	5.00	63.00	194.65	1,118.01	2,290.62	.....	.....	.....	2,290.62
Wicomico	7,581.83	1,657.64	1,264.00	10,503.47	432.08	54.43	2,318.87	582.02	.....	663.21	4,050.61	548.35	106.56	.....	50.00	704.91
Worcester	3,958.64	2,236.72	328.15	6,523.51	158.00	.75	7,739.05	.....	140.00	1,092.94	9,121.74	1,290.98	.....	.....	.....	1,290.98
Total Counties	$86,783.60	$38,592.75	$19,653.60	$145,029.95	$2,488.51	$17,301.19	$90,011.11	$4,721.03	$27,237.38	$9,817.74	$151,276.96	$24,672.12	$1,796.43	$3,538.43	$690.19	$30,697.17
Baltimore City	†797,095.40	80,687.66	38,454.11	916,237.17	5,182.44	§37,514.31	.....	.....	8,860.00	*99,566.73	151,123.48	.....	.....	16,980.92	$7,000.00	23,980.92
Total State	$883,879.00	$119,280.41	$58,107.71	$1,061,267.12	$7,670.95	$54,815.50	$90,011.11	$4,721.03	$36,097.38	$109,384.47	$302,400.44	$24,672.12	$1,796.43	$20,519.35	$7,690.19	$54,678.09

*Evening schools, $55,122.29; parental schools, $12,033.52; summer schools, $10,498.80; Americanization, $4,331.66; lunches for crippled children, $845.66; open air classes, $2,988.54; Public Athletic League, $7,090; school and home gardens, $6,142.90; public school orchestra, $603.35.

†Includes $688,625.88 expended by Public Improvement Commission from receipts from sale of bonds and $108,469.52 expended by Inspector of Buildings.

‡Expenditures of Health Department.

§Estimated pensions for retired teachers.

‖Expended from sale of bonds.

TABLE XVII

DISBURSEMENTS FOR DEBT SERVICE AND CAPITAL OUTLAY FOR THE YEAR ENDED JULY 31, 1922

COUNTIES	DEBT SERVICE					CAPITAL OUTLAY					
	Short Term Loans	Interest on Short Term Loans	Bonded Debt	Interest on Bonded Debt	Total for Debt Service	Land	New Buildings and Equipment	Alteration of Old Buildings	Equipment of Old Buildings	Other Capital Outlay	Total Capital Outlay
Allegany	.....	.....	.....	.....	.....	$42,954.50	$218,656.60	$164,785.60	$699.07	$4,789.61	$431,885.38
Anne Arundel	$15,000.00	$3,042.13	$6,803.33	$12,133.35	$36,978.81	.....	5,132.13	200.00	1,216.82	378.25	6,927.20
Baltimore	15,000.00	1,117.33	.....	.....	16,117.33	3,262.40	235,810.28	2,692.55	2,840.50	.....	244,605.73
Calvert	.....	268.42	.....	.....	268.42	.....	2,420.13	.....	.....	.....	2,420.13
Caroline	.....	704.23	.....	.....	704.23	26.25	2,440.55	422.76	392.63	.....	3,282.19
Carroll	.....	912.49	.....	.....	912.49	3,047.50	16,388.27	7,646.77	2,607.35	5,885.17	35,575.06
Cecil	2,000.00	196.60	.....	.....	2,196.60	.....	50.00	166.02	1,569.83	.....	1,785.85
Charles	.....	.....	.....	.....	.....	107.05	4,356.12	46.45	985.61	.....	5,495.23
Dorchester	12,290.83	423.35	.....	.....	12,714.18	586.65	3,700.53	212.66	.....	.....	4,499.84
Frederick	4,200.00	838.23	.....	.....	5,038.23	3,052.45	107,667.96	4,862.85	8,531.40	1,682.60	125,797.26
Garrett	.....	119.99	.....	.....	119.99	.....	9,529.59	.....	533.91	.....	10,063.50
Harford	.....	67.13	.....	.....	67.13	11,079.25	2,989.29	634.19	11,498.32	.....	26,201.05
Howard	3,150.00	362.83	.....	.....	3,512.83	19.75	44,466.48	.....	648.37	.....	45,134.60
Kent	.....	242.60	.....	.....	242.60	.....	2.50	.....	.....	.....	2.50
Montgomery	3,750.00	99.22	.....	.....	3,849.22	743.80	8,158.34	.....	.....	.....	8,902.14
Prince George's	.....	180.67	5,405.00	1,895.04	7,480.71	12,972.15	72,157.87	1,835.00	2,524.35	.....	89,489.37
Queen Anne's	18,203.54	1,049.65	.....	.....	19,253.19	1,070.00	.....	.....	.....	.....	1,070.00
St. Mary's	.....	109.35	.....	.....	109.35	421.10	10,889.81	.....	.....	.....	11,310.91
Somerset	.....	893.20	.....	.....	893.20	.....	10,454.14	5,470.66	129.84	.....	16,054.64
Talbot	10,000.00	427.66	.....	.....	10,427.66	2,064.78	8,329.10	.....	1,718.04	.....	12,111.92
Washington	64,414.58	.....	.....	.....	64,414.58	100.00	8,114.04	.....	.....	.....	8,214.04
Wicomico	2,637.07	4,281.93	.....	.....	6,919.00	889.00	13,640.82	739.12	3,241.95	.....	18,510.89
Worcester	.....	481.42	.....	.....	481.42	50.00	11,628.06	97.24	439.25	.....	12,214.55
Total Counties	$150,646.02	$15,818.43	$12,208.33	$14,028.39	$192,701.17	$82,446.63	$796,982.61	$189,811.87	$39,577.24	$12,735.63	$1,121,553.98
Baltimore City	.....	.....	‡175,080.00	‡155,920.00	‡331,000.00	*2,035.79	*17,267.92	.....	*179,073.72	†1,219,191.72	1,417,569.15
Total State	$150,646.02	$15,818.43	$187,288.33	$169,948.39	$523,701.17	$84,482.42	$814,250.53	$189,811.87	$218,650.96	$1,231,927.35	$2,539,123.13

*See Other Capital Outlay.
‡Estimated by Comptroller's Office.
†Expended by Public Improvement Commission from sale of bonds.

TABLE XVIII

DISBURSEMENTS†—WHITE ELEMENTARY SCHOOLS—MARYLAND COUNTIES—1921-22

COUNTIES	Salaries and Expenses of Supervisors	INSTRUCTION				Total Cost of Supervision and Instruction	Operation of School Plant	Maintenance of School Plant	Auxiliary Agencies	Total Current Expenses	Capital Outlay	Grand Total
		Salaries of Teachers	Textbooks	Materials of Instruction	Other Costs of Instruction							
Allegany	$6,575.14	$360,779.97	*$17,412.27	*$7,393.32	*$1,571.96	*$393,732.66	$30,036.76	$8,524.27	*$3,360.32	*$435,654.01	$208,857.64	$644,511.65
Anne Arundel	3,026.53	135,823.13	5,858.46	*2,403.73	*2,586.74	*149,698.59	15,386.45	4,110.26	9,726.10	*178,921.40	5,662.37	184,583.77
Baltimore	11,509.11	453,751.53	11,492.29	8,319.54	*1,528.12	*486,600.59	46,418.50	11,365.14	23,739.86	*568,124.09	189,927.03	758,051.12
Calvert	.....	29,872.31	*1,091.16	81.20	.....	*31,044.67	1,136.99	398.09	615.20	*33,194.95	.....	33,194.95
Caroline	1,618.73	64,143.16	1,723.02	896.00	525.00	68,905.91	7,637.50	5,308.74	*2,732.69	*84,584.84	2,704.84	87,289.68
Carroll	2,112.75	126,067.46	6,272.00	2,405.00	575.00	137,432.21	13,711.80	2,397.51	2,231.52	155,773.04	14,961.38	170,734.42
Cecil	2,145.61	106,252.73	2,558.90	734.38	7.80	111,699.42	6,496.03	2,939.86	*2,131.30	*123,266.61	392.80	123,659.41
Charles	.....	51,453.00	1,295.26	41.84	550.00	53,340.10	1,673.17	741.00	842.67	56,596.94	2,001.48	58,598.42
Dorchester	.....	87,485.34	3,187.82	3.60	100.00	90,776.76	7,040.61	2,648.77	.....	100,466.14	2,214.56	102,680.70
Frederick	4,453.34	215,015.03	6,176.64	493.48	1,809.58	227,948.07	26,526.10	4,780.35	2,517.07	261,771.59	68,281.61	330,053.20
Garrett	2,383.30	107,294.92	4,043.05	8.87	.....	113,730.14	*6,853.12	*5,120.34	.....	125,703.60	9,690.85	135,394.45
Harford	2,298.72	104,572.36	3,072.58	1,459.86	74.80	111,478.32	11,390.22	3,979.11	*1,136.15	*127,983.80	14,277.37	142,261.17
Howard	736.80	52,776.90	2,279.94	426.56	410.74	56,630.94	4,632.49	2,694.96	*143.28	*64,101.67	401.71	64,503.38
Kent	.....	58,248.51	1,518.25	525.26	423.75	60,715.77	8,026.38	1,423.63	2,484.63	72,650.41	2.50	72,652.91
Montgomery	2,357.29	136,928.92	5,196.00	631.07	*3,788.12	*148,901.40	17,102.91	15,831.26	*11,496.42	*193,331.99	5,738.56	199,070.55
Prince George's	2,068.08	130,228.86	5,712.07	928.37	*579.62	*139,517.00	18,978.47	10,739.43	*8,912.81	*178,147.71	82,047.93	260,195.64
Queen Anne's	2,204.67	61,597.71	5,555.00	1,900.63	*981.60	72,239.61	7,755.55	1,646.85	*1,674.66	*83,316.61	.....	83,316.61
St. Mary's	.....	41,266.32	2,115.00	719.00	180.25	44,280.57	2,063.65	1,237.66	*424.22	*48,006.10	11,110.91	59,117.01
Somerset	.....	65,516.53	3,285.00	*173.85	*217.80	69,193.18	3,762.02	1,234.68	.....	74,189.88	10,573.36	84,763.24
Talbot	1,260.22	51,241.94	2,460.70	595.91	114.13	55,672.90	2,338.19	1,719.61	*6,322.14	*66,052.84	5,026.03	71,078.87
Washington	*4,000.00	256,143.00	*6,126.81	337.14	*2,810.02	*269,416.97	20,109.46	2,045.24	*1,039.01	$292,610.68	8,114.04	300,724.72
Wicomico	3,374.01	92,577.32	*3,857.23	*743.09	*107.42	*100,659.07	7,632.61	5,860.31	*1,765.94	*115,917.93	5,319.93	121,237.86
Worcester	2,100.00	65,195.02	*6,414.48	*2,223.56	*657.22	*76,590.28	7,257.42	3,587.45	*615.22	*88,050.37	11,918.30	99,968.67
Total Counties	$54,224.30	$2,854,231.97	$108,703.93	$33,445.26	$19,599.67	$3,070,205.13	$273,966.40	$100,334.52	$83,911.15	$3,528,417.20	$659,225.20	$4,187,642.40
Baltimore City:												
Elementary	*17,500.00	2,808,221.76	51,928.42	57,463.19	2,942.30	2,920,555.67	351,893.44	*668,594.50	68,939.12	4,027,482.73	*500,000.00	4,527,482.73
Junior High§	*5,000.00	436,846.77	21,809.93	27,307.46	1,235.77	487,199.93	40,785.49	*133,718.89	13,787.82	680,492.13	*700,000.00	1,380,492.13
Total for State	$76,724.30	$6,099,300.50	$182,442.28	$118,215.91	$23,777.74	$6,477,960.73	$666,645.33	$902,647.91	$166,638.09	$8,236,392.06	$1,859,225.20	$10,095,617.26

*Estimated.
†Exclusive of Disbursements for General Control and Fixed Charges.
§Including Vocational School.

TABLE XIX

DISBURSEMENTS*—WHITE ELEMENTARY RURAL SCHOOLS—MARYLAND COUNTIES—1921-22

COUNTY	No. of Teachers	Average Attendance	INSTRUCTION					Operation	Maintenance	Auxiliary Agencies	Total Current Expense	Capital Outlay	Grand Total
			Salaries	Textbooks	Materials	Other Costs	Total						
Allegany	84	1,842	$94,279.90	$2,695.98	$2.45	$2.97	$96,981.30	$5,530.80	$2,278.82	$50.00	$104,840.92	$1,352.74	$106,193.66
Anne Arundel	58	1,360	56,224.03	2,208.64	26.01	523.36	58,982.04	6,025.96	2,336.58	1,279.00	68,623.58	291.07	68,914.65
Baltimore	116	3,231	174,958.44	4,630.01	2,800.47	.....	182,388.92	16,127.80	4,154.00	4,785.98	207,456.70	9,104.90	216,561.60
Calvert	35	634	27,062.31	782.45	74.70	.....	27,919.46	1,003.94	367.11	615.20	29,905.71	.....	29,905.71
Caroline	48	1,129	31,778.79	853.50	567.00	300.00	33,499.29	3,228.44	3,134.48	5.00	39,867.21	469.98	40,337.19
Carroll	114	2,573	74,844.00	4,012.00	1,640.00	462.50	80,958.50	7,979.97	1,498.91	597.10	91,034.48	4,579.02	95,613.50
Cecil	69	1,510	64,577.68	1,518.70	435.35	.96	66,532.69	4,039.73	2,412.53	631.10	73,616.05	309.46	73,925.51
Charles	58	1,125	40,457.14	1,132.20	41.84	550.00	42,181.18	1,348.78	741.00	542.67	44,813.63	1,435.28	46,248.91
Dorchester	83	1,497	51,258.55	1,975.09	.....	.....	53,233.64	2,948.37	1,864.77	.....	58,046.78	2,214.56	60,261.34
Frederick	137	3,222	106,949.29	3,728.74	326.21	1,293.14	112,288.38	12,007.83	2,922.58	1,164.36	128,383.15	8,763.04	137,146.19
Garrett	153	2,856	83,477.17	3,062.09	8.64	.....	86,547.90	4,215.68	3,529.97	.....	94,293.55	9,039.57	103,333.12
Harford	79	1,893	62,390.88	1,886.29	513.27	7.80	64,798.34	5,591.08	2,262.68	188.40	72,840.50	2,186.27	75,026.77
Howard	43	979	33,719.50	1,804.96	166.34	300.00	35,990.80	2,659.04	1,946.09	.....	40,595.93	136.25	40,732.18
Kent	29	469	22,222.53	553.58	316.10	125.00	23,217.21	2,154.70	221.44	10.00	25,603.35	2.50	25,605.85
Montgomery	62	1,469	61,809.13	2,193.00	55.65	673.04	64,730.82	6,100.28	5,748.44	109.16	76,688.70	5,693.56	82,382.26
Prince George's	72	1,826	55,420.31	2,552.91	438.02	.....	58,420.24	6,356.09	2,864.14	20.00	67,660.47	31,621.90	99,282.37
Queen Anne's	51	1,072	42,074.96	3,767.50	1,284.48	618.70	47,745.64	4,931.14	1,103.26	234.06	54,014.10	.....	54,014.10
St. Mary's	59	1,325	39,077.59	1,940.00	683.00	180.25	41,880.84	1,887.00	1,092.68	.....	44,860.52	11,110.91	55,971.43
Somerset	47	1,008	33,282.53	1,619.00	†86.92	†108.90	35,097.35	1,234.19	891.91	.....	37,223.45	87.00	37,310.45
Talbot	34	727	26,138.00	1,497.39	319.12	107.38	28,061.80	744.56	619.07	2,450.00	31,875.43	2,090.05	33,965.48
Washington	118	2,744	100,238.36	1,767.66	85.16	85.16	102,176.34	6,227.79	1,011.90	104.36	109,520.39	237.40	109,757.79
Wicomico	59	1,441	44,648.24	1,754.90	9.25	.....	46,412.39	3,238.30	3,471.68	946.76	54,069.13	1,827.97	55,897.10
Worcester	50	763	31,639.84	†2,138.16	59.05	150.00	33,987.05	2,059.52	1,272.09	181.15	37,499.81	5,514.66	43,014.47
Total	1,658	36,695	$1,358,529.17	$50,074.76	$9,939.03	$5,489.16	$1,424,032.12	$107,640.99	$47,746.13	$13,914.30	$1,593,333.54	$98,068.09	$1,691,401.63
Average Cost per Pupil Attending			$37.01	$1.37	$0.27	$0.15	$38.80	$2.93	$1.30	$0.38	$43.41	$2.67	$46.08

*Exclusive of disbursements for general control and supervision and items not listed for individual schools.
†Estimated.

TABLE XX

DISBURSEMENTS*—WHITE ELEMENTARY GRADED SCHOOLS—MARYLAND COUNTIES—1921-22

COUNTY	No. of Teachers	Average Attendance	INSTRUCTION					Operation	Maintenance	Auxiliary Agencies	Total Current Expense	Capital Outlay	Grand Total
			Salaries	Textbooks	Materials	Other Costs	Total						
Allegany	212	7,461	$266,500.07	$9,913.32	$515.18	$97.93	$277,026.50	$24,505.96	$6,245.45	$738.06	$308,515.97	$156,730.87	$465,246.84
Anne Arundel	75	2,381	79,599.10	3,649.82	68.41	1,000.03	84,317.36	9,360.49	1,773.68	8,447.10	103,898.63	5,371.30	109,269.93
Baltimore	183	6,552	273,982.81	6,862.28	5,519.07	.....	286,364.16	30,290.70	7,211.14	18,953.88	342,819.88	180,822.13	523,642.01
Calvert	3	60	2,810.00	26.91	6.50	.....	2,843.41	133.05	30.98	.....	3,007.44	.....	3,007.44
Caroline	39	1,326	32,364.37	869.52	329.00	225.00	33,787.89	4,409.06	2,174.26	†2,727.69	43,098.90	2,234.86	45,333.76
Carroll	64	1,768	51,223.46	2,260.00	765.00	112.50	54,360.96	5,731.83	898.60	754.33	61,745.72	10,382.36	72,128.08
Cecil	37	1,178	41,675.65	1,040.20	299.03	6.84	43,021.12	2,456.30	527.33	1,119.53	47,124.28	83.34	47,207.62
Charles	8	223	10,995.86	163.06	.....	.....	11,158.92	324.39	.....	300.00	11,783.31	566.20	12,349.51
Dorchester	42	1,226	36,226.79	1,212.73	3.60	.....	37,443.12	4,092.24	784.00	.....	42,319.36	.....	42,319.36
Frederick	111	3,329	108,074.74	2,447.90	167.27	516.44	111,206.35	14,518.27	1,857.77	972.71	128,555.10	59,518.57	188,073.67
Garrett	34	1,023	23,817.75	980.96	.23	.....	24,798.94	2,507.17	953.27	.....	28,259.38	651.28	28,910.66
Harford	43	1,305	42,181.48	1,186.19	946.59	67.00	44,381.26	5,799.14	1,716.43	334.30	52,231.13	12,091.10	64,322.23
Howard	21	689	19,057.40	474.98	260.22	110.74	19,903.34	1,973.43	748.87	96.32	22,721.98	265.46	22,987.44
Kent	37	938	36,025.98	964.67	209.16	298.75	37,498.56	5,871.68	1,202.19	2,474.63	47,047.06	.....	47,047.06
Montgomery	66	1,745	75,119.79	3,003.00	575.42	1,507.23	80,205.44	11,002.63	10,082.82	9,726.44	111,017.33	45.00	111,062.33
Prince George's	82	2,832	74,799.55	3,159.16	490.35	.....	78,449.06	12,622.38	7,875.29	6,478.61	105,424.74	50,426.03	155,850.77
Queen Anne's	21	571	19,522.75	1,787.50	616.15	362.90	22,289.30	2,824.41	543.59	866.44	26,523.74	.....	26,523.74
St. Mary's	3	84	2,188.73	175.00	36.00	.....	2,399.73	176.65	144.98	.....	2,721.36	.....	2,721.36
Somerset	39	1,227	32,234.00	1,666.00	†86.93	†108.90	34,095.83	2,527.83	342.77	.....	36,966.43	10,486.36	47,452.79
Talbot	28	979	25,103.94	963.40	276.79	6.75	26,350.88	1,593.63	1,100.54	3,670.14	32,715.19	2,935.98	35,651.17
Washington	152	5,630	155,904.64	3,281.72	251.98	224.86	159,663.20	13,881.67	1,033.34	749.00	175,318.21	7,876.64	183,194.85
Wicomico	56	1,806	47,929.08	1,977.21	36.19	.....	49,942.48	4,394.31	2,388.63	131.83	56,857.25	3,491.96	60,349.21
Worcester	45	1,319	33,555.18	†4,276.32	1,826.78	275.00	39,933.28	5,197.90	2,315.36	50.75	47,497.29	6,403.64	53,900.93
Total	1,401	45,652	$1,190,892.52	$52,341.85	$13,285.85	$4,920.87	$1,561,441.09	$166,195.14	$51,951.29	$58,582.16	$1,838,169.68	$510,383.08	$2,348,552.76
Average Cost per Pupil Attending			$32.65	$1.15	$0.29	$0.11	$34.20	$3.64	$1.14	$1.28	$40.26	$11.19	$51.45

*Exclusive of disbursements for general control and supervision and items not listed for individual schools.
†Estimated.

TABLE XXI

DISBURSEMENTS*—WHITE HIGH SCHOOLS, YEAR ENDED JULY 31, 1922

COUNTIES	No. of Teachers	Average Attendance	INSTRUCTION					Operation	Maintenance	Auxiliary Agencies	Total Current Expenses	Capital Outlay	Grand Total
			Salaries	Textbooks	Materials	Other Costs	Total						
Allegany	67	1,297	$103,013.24	$7,908.34	$4,190.65	$516.75	$115,628.98	$9,502.97	$5,231.28	$5,992.29	$136,355.52	$154,302.08	$290,657.60
Anne Arundel	20	355	23,384.96	1,521.34	1,268.12	697.90	26,872.32	2,457.36	574.22	432.72	30,336.62	20.96	30,357.58
Baltimore	56	1,160	108,347.54	3,888.86	3,728.63	821.47	116,786.50	8,828.80	4,270.64	6,976.01	136,861.95	54,596.70	191,458.65
Calvert	4	103	3,960.00	460.44	61.15	.....	4,481.59	554.34	284.65	.....	5,320.58	2,303.96	7,624.54
Caroline	24.8	333	28,368.18	1,135.00	1,085.23	464.65	31,053.06	2,884.09	1,376.63	1,417..38	36,731.16	577.35	37,308.51
Carroll	44.6	591	58,463.20	1,900.00	350.00	115.34	60,828.54	5,951.83	507.74	324.90	67,613.01	12,492.69	80,105.70
Cecil	28	375	34,005.79	443.94	828.77	475.50	35,754.00	1,685.18	577.86	452.00	38,469.04	1,393.05	39,862.09
Charles	4	83	6,245.85	312.54	116.32	.....	6,674.71	674.28	.....	.....	7,348.99	396.68	7,745.67
Dorchester	23	424	26,794.63	936.26	848.75	81.61	28,661.25	2,266.67	1,959.66	.....	32,887.58	.....	32,887.58
Frederick	54	1,091	69,797.26	3,175.79	1,389.50	462.47	74,825.02	6,401.22	690.22	3,750.24	85,666.70	55,711.96	141,378.66
Garrett	18	286	21,484.05	1,016.41	526.11	146.53	23,173.10	1,870.55	779.00	.....	25,822.65	372.65	26,195.30
Harford	29.5	480	40,767.77	1,137.03	941.53	135.45	42,921.78	3,899.43	1,252.99	20.00	48,094.20	8,359.54	56,453.74
Howard	12	187	12,322.17	357.34	212.73	112.76	13,005.00	1,135.31	363.51	288.99	14,792.81	44,702.77	59,495.58
Kent	20	224	24,138.07	198.44	624.44	431.01	25,391.96	3,189.23	334.05	1,333.50	30,248.74	.....	30,248.74
Montgomery	24	408	36,690.44	1,365.00	1,278.36	342.22	39,676.02	2,716.73	1,650.96	36.25	44,079.96	2,116.15	46,196.11
Prince George's	35	571	42,378.70	1,131.17	1,089.44	.....	44,599.31	4,600.87	1,988.27	2,134.25	53,322.70	549.36	53,872.06
Queen Anne's	21	272	25,771.47	805.00	1,343.99	682.42	28,602.88	5,598.47	1,363.84	955.09	36,520.28	1,070.00	37,590.28
St. Mary's	....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Somerset	18	340	19,437.47	1,044.00	526.98	55.75	21,064.20	1,856.61	391.38	.....	23,312.19	1,075.62	24,387.81
Talbot	21	297	24,324.00	1,198.71	442.57	178.66	26,143.94	967.51	555.75	1,733.07	29,400.27	4,910.82	34,311.09
Washington	38	982	55,170.28	1,896.10	2,183.23	645.35	59,894.96	4,425.60	46.97	16.00	64,383.53	100.00	64,483.53
Wicomico	33	734	38,066.00	2,346.54	2,090.58	274.63	42,777.75	3,775.97	2,523.51	2,595.72	51,672.95	1,950.65	53,623.60
Worcester	38	497	49,205.00	2,204.16	1,826.30	220.00	53,455.46	4,468.37	2,244.66	8,326.52	68,495.01	296.25	68,791.26
Total Counties	632.9	11,090	$852,076.07	$36,382.41	$26,953.38	$6,860.47	$922,272.33	$79,711.39	$28,967.79	$36,784.93	$1,067,736.44	$347,299.24	$1,415,035.68
Baltimore City Senior High Schools	277	6,584	722.919.49	12,462.82	17,317.52	706.15	753,405.98	58,990.42	†91,623.71	3,573.24	907,593.35	†141,756.91	1,049,350.26
Grand Total	909.9	17,674	$1,574,995.56	$48,845.23	$44,270.90	$7,566.62	$1,675,678.31	$138,701.81	$120,591.50	$40,358.17	$1,975,329.79	$489,056.15	$2,464,385.94

*Exclusive of Disbursements for General Control and Supervision.
†Estimated.

TABLE XXII
DISBURSEMENTS*—COLORED SCHOOLS—YEAR ENDED JULY 31, 1922

COUNTY	INSTRUCTION											
	Salary and Expense of Supervision	Salaries of Teachers	Textbooks	Materials of Instruction	Other Costs of Instruction	Total Cost of Supervision and Instruction	Operation of School Plant	Maintenance of School Plant	Auxiliary Agencies	Total Current Expense	Capital Outlay	Grand Total
Allegany	$ -----	$ 11,605.83	$ 600.72	$ '769.88	$ 106.66	$ 13,083.09	$ 1,131.17	$ 524.40	$ 10.00	$ 14,748.66	$ 56,516.05	$ 71,264.71
Anne Arundel	1,801.14	26,810.17	1,118.49	320.57	324.25	30,374.62	4,357.92	1,297.58	10.00	36,040.12	28.54	36,068.66
Baltimore	------	49,880.35	1,681.20	1,217.67	-----	52,779.22	6,022.21	1,981.48	1,471.59	62,254.50	------	62,254.50
Calvert	850.00	6,324.35	494.73	123.24	100.00	7,892.30	408.22	261.76	------	8,562.28	116.17	8,678.45
Caroline	1 553.79	11,033.26	792.80	324.00	30.00	13,713.85	1,636.91	1,081.60	------	16,432.36	------	16,432.36
Carroll	1,125.87	5,011.53	47.64	123.90	50.00	6,358.94	801.83	113.68	161.70	7,436.15	------	7,436.15
Cecil	1,018.83	10,300.90	436.10	345.74	19.83	12,121.40	1,094.69	332.61	263.90	13,812.60	------	13,812.60
Charles	1,150.00	12,113.00	882.53	138.97	90.00	14,374.50	700.58	214.53	-----	15,289.61	3,097.07	18,386.68
Dorchester	1,090.00	11,090.97	1,076.43	94.02	------	21,850.85	1,690.39	1,955.51	------	25,496.75	2,285.28	27,782.03
Frederick	998.81	17,455.37	937.25	133.57	401.50	19,926.50	2,615.00	196.02	377..96	23,115 48	121.09	23,236.57
Garrett	------	-----	----	----	-----	----	----	----	----	----	----	----
Harford	------	14,025.07	426.11	113.71	-----	14,564.89	1,495.89	642.73	219.60	16,923.11	3,564.14	20,487.25
Howard	317.13	7,149.44	751.71	124.86	50.00	8,393.14	598.81	419.14	-----	9,411.09	30.12	9,441.21
Kent	1,030.00	11,090.97	1,021.97	371.72	251.25	13 825.91	2,306.41	349.52	4.80	16,486.64	------	16,486.64
Montgomery	1,385.99	18,102.09	425.00	255.00	2.85	20,170.93	1,849.74	953.35	75.08	23,049.10	1,047.43	24,096.53
Prince George's	1,238.91	27,711.49	1,698.60	271.50	-----	30,920.50	3,708.62	1,788.30	------	36,417.42	6,892.08	43.309.50
Queen Annes	1,000.33	8,405.86	866.35	508.50	207.17	10,988.21	1,079.41	392.13	------	12,459.75	------	12,459.75
St. Mary's	943.59	9,810.97	632.01	434.33	90.00	11,910.90	843.24	796.49	------	13,550.63	200.00	13,750.63
Somerset	900.08	15,482.90	1,410.00	60.47	------	17,853.45	1,136.12	117.67	------	19,107.24	4,405.66	23,512.90
Talbot	1,225.54	12,877.80	547.92	508.38	310.46	15,470.10	472.80	777.06	16.20	16,736.16	2,175.07	18,911.23
Washington	** 133.66	7,296.59	66.56	93.61	15.98	7,606.40	723.67	151.50	------	8,481.57	------	8,481.57
Wicomico	1,090.21	14,902.50	908.05	213.94	-----	17,114.70	1,695.39	1,185.35	18.44	20.013 88	11,128.03	31,141.91
Worcester	969.80	18,332.32	**198.00	110.00	150.00	19,760.12	1,945.52	691.40	40.00	22,437.04	------	22,437.04
Total	$19,740.97	$335,435.85	$17,020.17	$6,657.58	$2,199.95	$381,054.52	$38,314.54	$16,223.81	$ 2,669.27	$438,262.14	$ 91,606.73	$529,868.87
Baltimore City	** 2.500	621,747.48	13,501.39	15,662.70	765.00	654,176.57	79,445.29	**13,100.00	** 4,870.35	751,592.21	**64,309.35	815,901.56
Elementary	** 2.500	549,667.11	10,385.69	11,492.64	588.46	574,633.90	72,278.80	**11,100.00	** 3,673.14	661,685 84	** 62,833.88	724,519.72
High	------	72,080.37	3,115.70	4,170.06	176.54	79,542.67	7,166.49	** 2,000.00	** 1,197.21	89,906.37	1,475.47	91,381.84
Entire State	$22,240.97	$957,183.33	30,521.56	22,320.28	$2,964.95	$1,035,231.09	117,759.83	29,323.81	7,539.62	1,189,854.35	155,916.08	1,345,770,43

*Exclusive of Disbursements for General Control and Fixed Charges.
**Estimated.

TABLE XXIII

APPROVED HIGH SCHOOLS—COST PER PUPIL, STAT E AID, TEACHERS, ENROLLMENT AND ATTENDANCE

Group	Name of High School	Cost per Pupil Attending for Current Expense	State Aid 1921-1922	Days in Session	Principals and Teachers						Total Enrollment			Average Daily Attendance			ENROLLMENT											
					Regular			Special									First Year			Second Year			Third Year			Fourth Year		
					Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
	ALLEGANY																											
1	Allegany Co. (Cumberland)	$78.09	$2,718	180	5.	13.	18.	1.	3.	4.	226	373	599	205	331	536	165	148	253	49	80	129	40	84	124	32	61	93
1	Beall (Frostburg)	87.78	2,718	180	5.	6.	11.	2.	2.	4.	159	244	403	121	202	323	91	102	193	28	61	89	29	46	75	11	35	46
1	Central (Lonaconing)	100.20	2,251	179	1.	4.	5.	2.	1.	3.	56	117	173	49	104	153	27	48	75	12	27	39	12	26	38	5	16	21
1	Westernport	140.15	2,082	180	5.	2.	7.	...	2.	2.	52	75	127	49	70	119	34	24	58	13	23	36	3	10	13	2	18	20
1	Barton	157.99	1,812	180	1.	2.	3.	1.	1.	2.	24	48	72	20	42	62	12	9	21	6	19	25	4	13	17	2	7	9
3	Midland	118.60	453	161	1.	1.	2.	...	....	....	23	25	48	18	21	39	21	18	39	2	7	9	....	....	....	....	....	....
2	Flintstone	379.16	†906	180	....	3.	3.	...	1.	1.	16	28	44	12	24	36	9	17	26	5	7	12	2	4	6	....	....	....
2	Mt. Savage	158.40	906	178	1.	1.	2.	...	....	....	13	19	32	7	21	28	8	10	18	3	7	10	3	1	4	....	....	....
2	Cumberland Colored	184.60	906	182	1.	1.	2.	...	1.	1.	7	27	34	4	25	29	7	9	16	....	8	8	....	10	10	....	....	....
	Totals	$105.99	†$14,752	179	20.	33.	53.	6.	11.	17.	576	956	1,532	485	840	1,325	314	385	699	118	239	357	93	194	287	52	137	189
	ANNE ARUNDEL																											
1	Annapolis	$84.49	$2,720	189	3.	7.	10.	3.	5.	8.	162	217	379	141	192	333	78	87	165	37	46	83	28	43	71	19	41	60
3	Tracy's Landing	79.95	453	177	1.	1.	2.	...	....	....	10	15	25	8	14	22	7	12	19	3	3	6	....	....	....	....	....	....
2	Annapolis Colored	116.90	906	177	1.	2.	3.	1.	1.	2.	15	37	52	14	33	47	5	13	18	4	16	20	2	6	8	4	2	6
	Totals	$88.15	$4,079	187	5.	10.	15.	4.	6.	10.	187	269	456	163	239	402	90	112	202	44	65	109	30	49	79	23	43	66
	BALTIMORE																											
1	Towson	g$84.50	$2,720	188	1.	9.	10.	1.	2.	3.	163	206	369	133	180	313	80	83	163	41	47	88	18	37	55	24	39	63
1	Catonsville	g103.30	2,720	187	....	10.	10.	0.5	1.5	2.	156	184	340	129	156	285	63	83	146	48	49	97	30	32	62	15	20	35
1	Sparrows Point	g115.40	a2,720	187	1.	6.	7.	1.5	1.5	3.0	113	150	263	99	119	218	51	59	110	32	45	77	19	31	50	11	15	26
1	Franklin (Reisterstown)	g88.75	2,665	188	1.	6.	7.	2.	2.5	4.5	121	138	259	96	127	223	55	48	103	29	28	57	20	33	53	17	29	46
1	Randallstown	g120.40	1,540	187	....	4.	4.	0.5	0.5	1.	29	60	89	23	49	72	14	24	38	5	18	23	5	8	13	5	10	15
1	Agricultural (Sparks)	g199.80	b1,268	184	1.	3.	4.	0.5	....	0.5	37	33	60	19	29	48	14	12	26	5	10	15	5	7	12	3	4	7
	Totals	$117.98	ab$13,633	187	4.	38.	42.	6.	8.	14.	619	771	1,380	499	660	1,159	277	309	586	160	197	357	97	148	245	75	117	192
	CALVERT																											
3	Prince Frederick	$50.58	$454	178	2.	....	2.	...	....	....	26	32	58	22	27	49	20	15	35	6	17	23	....	....	....	....	....	....
3	Huntingtown	56.00	453	180	1.	....	1.	...	....	....	12	19	31	9	18	27	12	12	24	....	7	7	....	....	....	....	....	....
3	Solomons	49.18	453	169	1.	....	1.	...	....	....	14	16	30	12	15	27	3	7	10	11	9	20	....	....	....	....	....	....
	Totals	$51.66	$1,360	173	4.	....	4.	...	....	....	52	67	119	43	60	103	35	34	69	17	33	50	....	....	....	....	....	....

CAROLINE																												
1 Caroline Co. H. S. (Denton)	$77.41	$2,110	188	1.	3.3	4.3	0.5	1.5	2.	60	87	147	53	75	128	30	30	60	11	28	39	9	15	24	10	14	24
1 Federalsburg	72.27	2,083	186	1.	3.5	4.5	0.5	1.5	2.	58	89	147	44	78	122	25	33	58	20	24	44	10	19	29	3	13	16
1 Greensboro	60.24	1,540	185	1.	2.	3.	...	....	....	33	48	81	28	42	70	15	19	34	14	12	26	2	13	15	2	4	6
1 Preston	120.98	1,540	189	1.	2.	3.	0.5	0.5	1.	34	33	67	26	28	54	23	20	43	5	5	10	4	4	8	2	4	6
1 Ridgely	186.05	c1,269	183	2.	1.	3.	1.5	0.5	2.	19	43	62	13	38	51	10	18	28	5	13	18	4	8	12	....	4	4
Totals	$91.65	c$8,542	187	6.	11.8	17.8	3.	4.	7.	204	300	594	164	261	425	103	120	223	55	82	137	29	59	88	17	39	56
CARROLL																												
1 Westminster	$86.25	d$2,720	179	3.	7.	10.	1.	3.6	4.6	108	177	285	92	159	251	48	60	108	23	49	72	14	45	59	23	23	46
1 Mt. Airy	103.20	e1,812	180	1.	3.	4.	...	2.	2.	37	65	102	31	59	90	10	24	34	9	11	20	8	16	24	10	14	24
1 Hampstead	138.25	f1,540	181	1.	2.	3.	2.	1.	3.	41	37	78	32	32	64	17	16	33	12	11	23	10	6	16	2	4	6
1 Union Bridge	136.18	1,540	180	1.	3.	4.	...	1.	1.	34	42	76	24	31	55	15	22	37	11	9	20	7	5	12	1	6	7
1 Taneytown	132.40	1,269	179	2.	1.	3.	...	1.	1.	20	31	51	16	27	43	10	14	24	7	7	14	....	8	8	3	2	5
3 New Windsor	74.60	453	174	2.	....	2.	...	....	....	14	20	34	12	19	31	10	16	26	4	4	8	....	....	....	....	....	....
2 Sykesville	193.81	906	178	0.5	2.	2.5	...	....	....	25	17	42	17	13	30	9	6	15	13	10	23	3	1	4	....	....	....
3 Charles Carroll	213.25	453	179	1.	1.	2.	...	1.	1.	9	13	22	8	11	19	7	10	17	2	3	5	....	....	....	....	....	....
3 Manchester*	413.35	.....	177	1.	1.	2.	...	....	....	2	5	7	1	5	6	2	5	7	....	....	....	....	....	....	....	....	....
Totals	$114.40	def$10,693	179	12.5	20.	32.5	3.	9.6	12.6	299	407	697	233	356	589	128	173	301	81	104	185	42	81	123	39	49	88
CECIL																												
1 Cecil Co. H. S. (Elkton)	$75.55	$2,411	189	1.	5.	6.	0.6	0.6	1.2	75	74	149	57	66	123	24	35	69	27	9	36	8	17	25	6	13	19
1 North East	99.62	1,595	189	1.	2.	3.	0.6	0.6	1.2	25	47	72	18	44	62	13	15	28	6	13	19	3	14	17	3	5	8
1 Calvert Agricultural	90.40	1,486	189	1.	2.	3.	0.4	0.4	0.8	29	37	66	22	35	57	15	14	29	3	9	12	7	8	15	4	6	10
1 Chesapeake City	186.45	1,269	188	1.	2.	3.	0.4	1.4	1.8	32	12	44	21	10	34	16	1	17	5	7	12	6	3	9	5	1	6
2 Geo. Biddle (Cecilton)	153.89	906	189	....	3.	3.	...	....	....	12	28	40	8	22	30	5	10	15	3	12	15	3	2	5	1	4	5
3 Fair Hill	59.90	453	187	....	1.	1.	...	....	....	12	16	28	10	13	23	9	11	20	3	5	8	....	....	....	....	....	....
3 Rising Sun	57.58	453	189	1.	....	1.	...	....	....	14	18	32	10	12	22	12	13	25	2	5	7	....	....	....	....	....	....
2 Perryville	168.85	906	189	....	3.	3.	...	....	....	11	15	26	8	13	21	7	6	13	....	2	2	2	6	8	2	1	3
Totals	$101.60	$9,479	189	5.	18.	23.	2.	3.	5.	210	247	457	157	215	372	111	105	216	49	62	111	29	59	79	21	30	51
CHARLES																												
2 Indian Head	$92.23	$906	180	1.	2.	3.	...	....	....	40	44	84	30	34	64	26	27	53	9	12	21	5	5	10	....	....	....
3 Tompkinsville	72.35	453	181	....	1.	1.	...	....	....	8	14	22	6	12	18	3	7	10	5	7	12	....	....	....	....	....	....
Totals	$87.81	$1,359	180	1.	3.	4.	...	....	....	48	58	106	36	46	82	29	34	63	14	19	33	5	5	10	....	....	....

* Not approved.
† Exclusive of $1,008 from Federal Vocational Fund.
a Exclusive of $1,790 from Federal Vocational Fund.
b Exclusive of $1,706.06 from Federal Vocational Fund.
c Exclusive of $825 from Federal Vocational Fund.
d Exclusive of $400 from Federal Vocational Fund.
e Exclusive of $787.50 from Federal Vocational Fund.
f Exclusive of $450 from Federal Vocational Fund.
g Exclusive of salaries and materials for manual training and domestic science and athletics.

APPROVED HIGH SCHOOLS—COST PER PUPIL, STATE AID, TEACHERS, ENROLLMENT AND ATTENDANCE

Group	Name of High School	Cost per Pupil Attending for Current Expense	State Aid 1921-1922	Days in Session	Principals and Teachers: Regular: Female	Regular: Male	Regular: Total	Special: Male	Special: Female	Special: Total	Total Enrollment: Male	Total Enrollment: Female	Total Enrollment: Total	Average Daily Attendance: Male	Average Daily Attendance: Female	Average Daily Attendance: Total	ENROLLMENT: First Year: Male	First Year: Female	First Year: Total	Second Year: Male	Second Year: Female	Second Year: Total	Second Year: Male	Second Year: Female	Second Year: Total	Fourth Year: Male	Fourth Year: Female	Fourth Year: Total
	DORCHESTER																											
1	Cambridge	$66.35	$2,718	186	2.	6.	8.	2.	3.	5.	156	171	327	138	155	293	63	53	116	34	44	78	28	49	77	31	25	56
1	Hurlock	94.26	1,540	186	2.	1.	3.	....	1.	1.	30	34	64	26	31	57	14	10	24	7	9	16	7	7	14	2	8	10
1	East New Market	102.92	1,269	186	1.	2.	3.	....	....	....	20	30	50	16	24	40	5	6	11	4	8	12	3	10	13	8	6	14
2	Crapo	110.28	906	186	1.	1.	2.	....	....	....	9	24	33	5	16	21	5	13	18	1	5	6	3	6	9	....	....	....
3	El Dorado	121.79	453	186	1.	....	1.	....	....	....	2	14	16	1	12	13	....	7	7	2	7	9	....	....	....	....	....	....
2	Cambridge (Colored)	39.39	906	159	1.	1.	2.	0.2	0.2	0.4	19	36	55	16	31	47	7	20	27	6	7	13	6	9	15	....	....	....
	Totals	$73.58	$7,792	184	8.	11.	19.	2.2	4.2	6.4	236	309	545	202	269	471	94	109	203	54	80	134	47	81	128	41	39	80
	FREDERICK																											
1	Frederick (Girls')	$61.03	$2,265	187	1.	5.	6.	...	5.	5.	....	305	305	....	278	278	....	105	105	....	70	70	....	71	71	....	59	59
1	Frederick (Boys')	61.55	2,265	186	3.	3.	6.	4.	....	4.	292	....	292	262	....	262	98	....	98	74	....	74	65	....	65	55	....	55
1	Brunswick	70.87	a2,265	186	3.	2.	5.	1.	2.	3.	90	122	212	76	104	180	43	53	96	22	28	50	14	26	40	11	15	26
1	Middletown	111.55	b1,812	186	2.	2.	4.	1.	2.	3.	57	63	120	49	58	107	19	15	34	11	9	20	14	27	41	13	12	25
1	Thurmont	114.10	1,812	186	2.	2.	4.	0.5	1.5	2.	44	55	99	35	48	83	21	23	44	12	10	22	9	13	22	2	9	11
1	Emmitsburg	120.30	1,540	186	1.	2.	3.	0.5	0.5	1.	32	36	68	27	28	55	13	20	33	9	6	15	7	9	16	3	1	4
1	Libertytown	92.68	1,269	186	2.	1.	3.	...	....	....	18	33	51	12	26	38	8	9	17	6	12	18	2	3	5	2	9	11
2	Myersville	79.50	906	185	2.	....	2.	...	....	....	20	24	44	13	20	33	11	10	21	8	10	18	1	4	5	....	....	....
3	Walkersville	80.65	453	187	1.	....	1.	...	....	....	8	19	27	5	16	21	8	11	19	....	8	8	....	....	....	....	....	....
3	New Market	79.38	453	186	1.	....	1.	...	....	....	7	11	18	6	9	15	3	5	8	4	6	10	....	....	....	....	....	....
3	Adamstown	89.70	453	185	....	1.	1.	...	....	....	11	8	19	7	7	14	7	6	13	4	2	6	....	....	....	....	....	....
3	Frederick (Colored)	41.44	453	190	1.	....	1.	...	....	....	21	24	45	17	18	35	16	12	28	5	12	17	....	....	....	....	....	....
	Totals	$76.40	ab$15,946	171	19.	18.	37.	7.	11.	18.	600	700	1,300	509	612	1,121	247	269	516	155	173	328	112	153	265	86	105	191
	GARRETT																											
1	Garrett Co. H. S. (Oakland)	$80.18	c$2,359	183	2.	3.	5.	1.	2.	3.	70	103	173	57	91	148	37	50	87	15	23	38	11	14	25	7	16	23
1	Kitzmiller	79.69	1,269	183	2.	1.	3.	...	....	....	27	47	74	23	37	60	12	20	32	7	9	16	4	12	16	4	6	10
2	Accident	71.24	861	188	....	2.	2.	...	....	....	17	17	34	14	15	29	9	9	18	7	3	10	1	5	6	....	....	....
2	Friendsville	147.19	839	183	1.	1.	2.	...	1.	1.	15	19	34	11	12	23	8	6	14	4	5	9	2	4	6	1	4	5
2	Grantsville	135.49	d906	183	2.	....	2.	...	....	....	21	12	33	14	9	23	9	3	12	6	4	10	6	5	11	....	....	....
	Totals	$89.50	cd$6,234	183	7.	7.	14.	1.	3.	4.	150	198	348	119	164	283	75	88	163	39	44	83	24	40	64	12	26	38

HARFORD																											
1 Bel Air	$96.10	$2,265	196	1.	5.	6.	...	3.	3.	75	110	185	60	94	154	36	36	72	19	30	49	8	30	38	12	14	26
1 Havre de Grace	88.05	2,330	191	1.	3.5	4.5	0.6	1.6	2.2	59	87	146	48	76	124	30	35	65	12	21	33	12	17	29	5	14	19
1 Highland (Street)	82.89	e1,540	196	1.	2.	3.	1.	....	1.	39	55	94	34	45	79	17	21	38	9	12	21	10	9	19	3	13	16
1 Aberdeen	117.10	1,432	197	2.	1.	3.	0.4	0.4	0.8	28	45	73	20	33	53	15	16	31	5	12	17	7	10	17	1	7	8
1 Jarrettsville	145.22	f1,269	190	1.	2.	3.	1.	....	1.	19	35	54	14	30	44	9	9	18	5	10	15	3	5	8	2	11	13
2 Slate Ridge	116.89	906	196	1.	1.	2.	...	....	....	12	18	30	8	16	24	9	6	15	3	9	12	....	3	3	....	....	....
Totals	$100.20	ef$9,742	195	7.	14.5	21.5	3.	5.	8.	232	350	582	184	294	478	116	123	239	53	94	147	40	74	114	23	59	82
HOWARD																											
1 Ellicott City	$76.50	g$2,084	193	1.	3.	4.	1.	2.	3.	44	89	133	34	78	112	20	26	46	13	24	37	6	26	32	5	13	18
2 Clarksville	89.70	h906	191	2.	1.	3.	...	....	....	22	25	47	13	21	34	11	9	20	4	13	17	7	3	10	....	....	....
2 Lisbon	72.75	453	191	....	1.	1.	...	....	....	12	19	31	6	17	23	8	10	18	4	8	12	....	1	1	....	....	....
3 Savage	83.18	453	184	1.	....	1.	....	....	....	9	17	26	6	12	18	9	14	23	....	3	3	....	....	....	....	....	....
Totals	$79.08	gh$3,896	193	4.	5.	9.	1.	2.	3.	87	150	237	59	128	187	48	59	107	21	48	69	13	30	43	5	13	18
KENT																											
1 Chestertown	$84.59	$2,084	188	1.	3.	4.	1.	2.	3.	56	81	137	52	71	123	17	19	36	11	20	31	20	24	44	8	18	26
1 Rock Hall	226.95	1,269	186	1.	2.	3.	1.	2.	3.	17	27	44	14	24	38	11	5	16	3	8	11	1	8	9	2	6	8
2 Galena	191.70	906	188	1.	1.	2.	0.5	0.5	1.	13	17	30	11	15	26	7	10	17	5	5	10	1	2	3	....	....	....
2 Betterton	214.80	906	187	1.	1.	2.	0.5	0.5	1.	14	15	29	11	11	22	6	2	8	4	7	11	4	6	10	....	....	....
3 Millington	95.65	453	184	1.	....	1.	...	....	....	4	14	18	2	11	13	3	9	12	....	....	....	1	5	6	....	....	....
3 Chestertown (Colored)	37.46	.....	141	1.	....	1.	...	....	....	3	19	22	2	17	19	3	15	18	....	4	4	....	....	....	....	....	....
Totals	$127.30	$5,618	183	6.	7.	13.	3.	5.	8.	107	173	280	92	149	241	47	60	107	23	44	67	27	45	72	10	24	34
MONTGOMERY																											
1 Montgomery Co. (Rockville)	$84.59	$2,358	185	1.	4.	5.	...	2.	2.	64	98	162	52	89	141	19	39	58	20	24	44	17	24	41	8	11	19
1 Gaithersburg	88.59	k1,812	185	1.	2.	3.	1.	1.	2.	40	78	118	33	67	100	15	19	34	10	18	28	10	17	27	5	24	29
1 Sherwood (Sandy Spring)	114.01	1,540	182	1.	2.	3.	...	1.	1.	37	38	75	29	35	64	18	10	28	13	10	23	6	10	16	....	8	8
1 Poolesville	169.40	1,269	185	2.	1.	3.	...	....	....	18	27	45	12	24	36	9	10	19	4	6	10	4	3	7	1	8	9
2 Fairland	124.38	906	178	1.	1.	2.	...	....	....	10	25	35	6	22	28	7	12	19	3	2	5	....	11	11	....	....	....
2 Damascus	167.83	906	184	1.	1.	2.	...	....	....	14	21	35	6	16	22	9	14	23	4	5	9	1	2	3	....	....	....
3 Dickerson	158.00	453	185	...	1.	1.	...	....	....	8	14	22	4	10	14	8	12	20	....	2	2	....	....	....	....	....	....
Totals	$107.95	k$9,244	184	7.	12.	19.	1.	4.	5.	191	301	492	142	263	405	85	116	201	54	67	121	38	67	105	14	51	66

a Exclusive of $375.97 from Federal Vocational Fund.
b Exclusive of $1,500 from Federal Vocational Fund.
c Exclusive of $791.52 from Federal Vocational Fund.
d Exclusive of $499.96 from Federal Vocational Fund.
e Exclusive of $1,050 from Federal Vocational Fund.
f Exclusive of $607.49 from Federal Vocational Fund.
g Exclusive of $450 from Federal Vocational Fund.
h Exclusive of $607.16 from Federal Vocational Fund.
k Exclusive of $1,045.33 from Federal Vocational Fund.

APPROVED HIGH SCHOOLS—COST PER PUPIL, STATE AID, TEACHERS, ENROLLMENT AND ATTENDANCE

Group	Name of High School	Cost per Pupil Attending for Current Expense	State Aid 1921-1922	Days in Session	Principals and Teachers						Total Enrollment			Average Daily Attendance			ENROLLMENT											
					Regular			Special									First Year			Second Year			Third Year			Fourth Year		
					Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
	PRINCE GEORGE'S																											
1	Hyattsville	$69.49	a$2,448	184	2.	4.	6.	2.	2.	4.	107	153	260	86	128	214	61	80	141	27	40	67	16	20	36	3	13	16
1	Laurel	92.39	2,084	187	2.	2.	4.	2.	1.	3.	58	73	131	51	65	116	33	27	60	14	25	39	8	10	18	3	11	14
1	Upper Marlboro	72.70	1,540	188	1.	2.	3.	...	1.	1.	44	51	95	37	44	81	23	22	45	8	21	29	8	3	11	5	5	10
1	Baden Agricultural	159.20	c1,540	184	1.	2.	3.	1.	1.	2.	24	43	67	19	38	57	4	12	16	6	10	16	8	11	19	6	10	16
1	Brandywine	131.23	1,269	186	1.	2.	3.	...	0.4	0.4	23	37	60	16	32	48	10	8	18	6	21	27	3	4	7	4	4	8
1	Surrattsville (Clinton)	122.20	1,269	192	....	3.	3.	...	0.6	0.6	26	20	55	20	23	43	8	15	23	3	6	9	8	6	14	7	2	9
3	Fort Foote	103.53	453	171	1.	....	1.	...	....	....	8	13	21	3	9	12	2	6	8	6	7	13	....	....	....	....	....	....
	Totals	$93.38	ac$10,603	186	8.	15.	23.	5.	6.	11.	290	399	689	232	339	571	141	170	311	70	130	200	51	54	105	28	45	73
	QUEEN ANNE'S																											
1	Centreville	$126.90	$1,812	189	1.	3.	4.	0.8	1.8	2.6	45	80	125	37	68	105	19	26	45	15	19	34	5	18	23	6	17	23
1	Stevensville	148.78	1,269	187	1.	2.	3.	0.4	0.4	0.8	20	31	51	16	27	43	7	9	16	9	8	17	2	8	10	2	6	8
1	Sudlersville	152.48	1,269	191	1.	2.	3.	0.2	0.2	0.4	18	27	45	12	24	36	10	6	16	2	12	14	4	4	8	2	5	7
1	Tri-County	112.25	1,486	186	1.	2.	3.	0.4	0.4	0.8	32	39	71	30	33	63	12	11	23	10	11	21	5	10	15	5	7	12
2	Church Hill	167.95	906	189	1.	2.	3.	...	....	....	8	22	30	7	18	25	4	9	13	1	5	6	....	5	5	3	3	6
	Totals	$134.10	$6,742	188	5.	11.	16.	1.8	2.8	4.6	123	199	322	102	170	272	52	61	113	37	55	92	16	45	61	18	38	56
	SOMERSET																											
1	Crisfield	$57.28	$2,265	183	2.	4.	6.	...	2.	2.	107	108	215	96	87	183	50	34	84	25	39	64	18	17	35	14	18	32
1	Princess Anne	83.04	2,084	183	2.	2.	4.	...	2.	2.	53	69	122	43	58	101	22	24	46	13	26	39	12	11	23	6	8	14
2	Marion	70.75	861	160	1.	1.	2.	...	....	....	15	29	44	11	21	32	5	12	17	7	13	20	3	4	7	....	....	....
2	Deals Island	93.15	861	184	....	2.	2.	...	....	....	8	17	25	8	16	24	5	8	13	1	8	9	2	1	3	....	....	....
	Totals	$68.57	$6,071	180	5.	9.	14.	...	4.	4.	183	223	406	158	182	340	82	78	160	46	86	132	35	33	68	20	26	46
	TALBOT																											
1	Easton	$76.39	$2,230	183	2.	3.	5.	0.6	2.	2.6	71	94	165	64	88	152	35	38	73	14	21	35	11	14	25	11	21	32
1	St. Michaels	110.68	1,534	183	2.	2.	4.	0.4	....	0.4	38	35	73	31	32	63	16	18	34	8	9	17	8	7	15	6	1	7
1	Oxford	138.70	1,486	182	1.	2.	3.	0.2	0.2	0.4	17	25	42	15	22	37	5	7	12	4	8	12	4	8	12	4	2	6
2	Tilghman	93.90	906	188	1.	1.	2.	...	....	....	10	19	29	9	18	27	3	9	12	2	6	8	4	4	8	1	....	1
3	Trappe	164.33	453	183	1.	1.	2.	...	....	....	10	10	20	9	9	18	7	3	10	3	3	6	....	4	4	....	....	....
2	Easton (Colored)	67.28	725	157	1.	1.	2.	...	....	....	10	19	29	9	14	23	4	12	16	5	2	7	1	5	6	....	....	....
	Totals	$96.13	$7,334	187	8.	10.	18.	1.2	2.2	3.4	156	202	358	137	183	320	70	87	157	36	49	85	28	42	70	22	24	46

WASHINGTON																												
1 Hagerstown (Female)	$53.19	$2,265	180	1.	7.	8.	...	2.2	2.2	....	359	359	....	323	323	....	120	120	....	97	97	....	73	73	....	69	69
1 Hagerstown (Male)	55.04	2,265	180	7.	....	7.	1.8	....	1.8	337	....	337	303	....	303	128	....	128	91	....	91	70	....	70	48	....	48
1 Smithsburg	77.08	1,595	180	3.	....	3.	1.	0.4	1.4	45	60	105	38	55	93	25	18	43	13	21	34	4	8	12	3	13	16
1 Williamsport	83.00	1,431	178	2.	1.	3.	0.2	0.2	0.4	41	51	92	35	45	80	16	21	37	13	12	25	8	11	19	4	7	11
1 Clearspring	98.78	d1,540	180	2.	1.	3.	1.	0.2	1.2	44	35	79	33	41	74	17	10	27	19	6	25	5	12	17	3	7	10
1 Boonsboro	88.20	1,324	180	2.	1.	3.	...	0.2	0.2	39	34	73	32	30	62	18	16	34	10	5	15	4	6	10	7	7	14
2 Hancock	83.31	906	180	2.	....	2.	....	....	....	29	26	55	22	25	47	13	15	28	10	7	17	6	4	10	....	....	....
Totals	$65.59	d$11,326	180	19.	10.	29.	4.	3.2	7.2	535	565	1,100	463	519	982	217	200	417	156	148	304	97	114	211	65	103	168
WICOMICO																												
1 Wicomico Co. (Salisbury)	$58.93	$2,718	181	3.	10.	13.	...	5.	5.	224	320	544	191	279	470	80	107	187	65	83	148	44	77	121	35	53	88
1 Sharptown	88.86	1,540	181	2.	1.	3.	...	0.5	0.5	35	41	76	30	36	66	13	7	20	7	13	20	11	11	22	4	10	14
1 Delmar	96.84	1,405	181	1.	2.	3.	...	0.5	0.5	24	44	68	21	41	62	13	17	30	7	9	16	2	15	17	2	3	5
2 Pittsville	62.60	906	181	1.	1.	2.	...	....	....	22	28	50	16	23	39	9	11	20	8	10	18	5	7	12	....	....	....
2 Mardela	75.25	861	179	2.	....	2.	....	....	....	16	20	36	14	17	31	6	5	11	4	8	12	6	7	13	....	....	....
2 Nanticoke	128.40	906	180	1.	1.	2.	...	....	....	20	20	40	14	14	28	12	10	22	6	6	12	2	4	6	....	....	....
3 Hebron	65.73	453	179	1.	....	1.	...	....	....	9	13	22	8	11	19	2	5	7	7	8	15	....	....	....	....	....	....
3 Powellville	73.11	453	179	1.	....	1.	...	....	....	10	14	24	6	10	16	9	9	18	1	5	6	....	....	....	....	....	....
2 Wicomico (Colored)	46.79	816	139	1.	3.	4.	...	....	....	38	76	114	30	62	92	23	35	58	8	21	29	7	20	27	....	....	....
Totals	$66.42	$10,058	176	13.	18.	31.	...	6.	6.	398	576	974	330	493	823	167	206	373	113	163	276	77	141	218	41	66	107
WORCESTER																												
1 Pocomoke	$129.98	e$2,176	180	3.	4.	7.	...	4.	4.	71	100	171	59	82	141	23	31	54	17	30	47	16	19	35	15	20	35
1 Snow Hill	130.20	2,176	180	2.	4.	6.	1.	2.	3.	43	103	146	39	94	133	12	34	46	15	26	41	3	23	26	13	20	33
1 Buckingham (Berlin)	116.18	2,176	180	1.	4.	5.	1.	2.	3.	72	85	157	53	70	125	35	36	71	14	25	39	14	12	26	9	12	21
1 Stockton	177.50	1,269	180	2.	1.	3.	...	1.	1.	17	32	49	12	29	41	6	8	14	6	6	12	2	12	14	3	6	9
2 Ocean City	134.90	906	180	2.	1.	3.	...	....	....	12	23	35	11	20	31	5	6	11	2	9	11	3	6	9	2	2	4
2 Girdletree	158.60	906	180	2.	1.	3.	...	....	....	12	15	27	11	13	24	4	4	8	2	3	5	3	5	8	3	3	6
Totals	$132.00	e$9,609	180	12.	15.	27.	2.	9.	11.	227	358	585	187	308	495	85	119	204	56	99	155	41	77	118	45	63	108
First Group	78	91.21	f$145,118	187	130.	244.3	374.3	54.	100.8	154.8	4,916	6,622	11,538	4,187	5,859	10,046	2,164	2,436	4,600	1,234	1,699	2,933	878	1,409	2,287	640	1,078	1,718
Second Group	27	133.42	g24,215	183	28.5	34.	62.5	1.	3.	4.	509	754	1,263	317	485	802	258	331	589	143	240	383	92	163	255	17	19	36
Third Group	*23	90.24	10,067	178	19.	10.	29.	...	1.	1.	266	402	668	178	293	471	191	250	441	74	142	216	1	10	11	....	....	....
Colored	*7	70.52	4,712	160	7.	8.	15.	1.2	2.2	3.4	113	238	351	92	200	292	65	116	181	28	70	98	16	50	66	4	2	6
Totals	134	$93.65	$188,924	185	184.5	296.3	480.8	56.2	107.	163.2	5,804	8,016	13,820	4,774	6,837	11,611	2,678	3,133	5,811	1,479	2,151	3,630	987	1,632	2,619	661	1,099	1,760

a Exclusive of $700 from Federal Vocational Fund.
c Exclusive of $1,050 from Federal Vocational Fund.
d Exclusive of $883.33 from Federal Vocational Fund.
e Exclusive of $1,039.99 from Federal Vocational Fund.
f Exclusive of $1,507.96 from Federal Vocational Fund.
g Exclusive of $16,059.35 from Federal Vocational Fund.
* Includes one school not approved.

TABLE XXIV

NUMBER PURSUING THE FOLLOWING COURSES AND SUBJECTS

Group	NAME OF HIGH SCHOOL	Graduates June, 1922			COURSES														SUBJECTS		
					Academic			Commercial			Vocational (Smith-Hughes)				General						
											Agriculture										
		Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Home Economics	Male	Female	Total	Agriculture (State)	Manual Training	Home Economics (State)
	ALLEGANY																			
1	Allegany County (Cumberland)	29	57	86	211	330	541	15	43	58	....	....	....	....	....	....	....	....	194	373
1	Beall (Frostburg)	9	35	44	139	218	357	20	26	46	....	....	....	....	....	....	....	....	159	244
1	Central (Lonaconing)	3	15	18	8	61	69	48	56	104	....	....	....	....	....	....	....	....	54	117
1	Westernport	1	16	17	52	62	114	.....	13	13	....	....	....	....	....	....	....	....	5	75
1	Barton	2	7	9	21	35	56	3	13	16	....	....	....	....	....	....	....	....	24	48
3	Midland	....	....	....	23	25	48	.....	.....	.....	....	....	....	....	....	....	....	....	.....	.....
2	Flintstone	....	....	....	.....	11	11	.....	.....	.....	16	17	33	.....	....	....	....	....	.....	28
2	Mt. Savage	†3	†1	†4	13	19	32	.....	.....	.....	....	....	....	....	....	....	....	....	.....	.....
2	Cumberland (Colored)	....	....	....	7	27	34	.....	.....	.....	....	....	....	....	....	....	....	....	.....	27
	Totals	47	131	178	474	788	1,262	86	151	237	16	17	33	.....	.....	.....	.....	.....	436	912
	ANNE ARUNDEL																			
1	Annapolis	18	40	58	98	82	180	30	124	154	.....	.....	.....	.....	34	11	45	.....	115	133
3	Tracy's Landing	....	....	....	10	15	25	.....	.....	.....	....	....	....	....	....	....	....	....	.....	.....
2	Annapolis (Colored)	4	1	5	15	37	52	.....	.....	.....	....	....	....	....	....	....	....	....	15	37
	Totals	22	41	63	123	134	257	30	124	154	.....	.....	.....	.....	34	11	45	.....	130	170
	BALTIMORE																			
1	Towson	24	39	63	146	174	320	17	32	49	....	....	....	....	....	....	....	....	163	206
1	Catonsville	15	18	33	69	73	142	66	103	169	....	....	....	....	21	8	29	....	156	184
1	Sparrows Point	11	14	25	87	126	213	2	24	26	‡24	.....	‡24	.....	....	....	....	....	89	150
1	Franklin (Reisterstown)	16	29	45	74	65	139	47	73	120	....	....	....	....	....	....	....	....	121	138
1	Randallstown	5	9	14	28	57	85	1	3	4	....	....	....	....	....	....	....	....	29	60
1	Agricultural (Sparks)	3	4	7	10	10	20	.....	.....	.....	16	.....	16	23	1	.....	1	.....	27	10
	Totals	74	113	187	414	505	919	133	235	368	40	.....	40	23	22	8	30	.....	585	748
	CALVERT																			
3	Prince Frederick	....	....	....	.....	.....	.....	.....	.....	.....	....	....	....	....	26	32	58	.....	.....	.....
3	Huntingtown	....	....	....	.....	.....	.....	.....	.....	.....	....	....	....	....	12	19	31	.....	.....	.....
3	Solomons	....	....	....	.....	.....	.....	.....	.....	.....	....	....	....	....	14	16	30	.....	.....	.....
	Totals										....	.....	.....	.....	52	67	119	.....	.....	.....

	CAROLINE																			
1	Caroline County (Denton)	10	14	24	54	55	109	5	32	37	....	....	....	....	1	....	1	....	53	75
1	Federalsburg	2	12	14	26	70	96	32	19	51	....	....	....	....	....	....	....	....	57	88
1	Greensboro	2	4	6	33	48	81	.....	.....	.....	....	....	....	....	....	....	....	....	.....	.....
1	Preston	2	3	5	34	33	67	.....	.....	.....	....	....	....	....	....	....	....	....	28	27
1	Ridgely	.....	3	3	8	43	51	.....	.....	.....	11	.....	11	.....	.....	.....	.....	....	19	43
	Totals	16	36	52	155	249	404	37	51	88	11	.....	11	.....	1	.....	1	.....	157	233
	CARROLL																			
1	Westminster	22	22	44	59	151	210	21	26	47	28	.....	28	.....	.....	.....	.....	.....	108	177
1	Mt. Airy	8	14	22	11	31	42	7	10	17	16	.....	16	.....	3	24	27	.....	.....	.....
1	Hampstead	2	4	6	.....	3	3	4	6	10	24	.....	24	.....	13	28	41	.....	22	33
1	Union Bridge	1	6	7	28	30	58	.....	.....	.....	.....	.....	.....	.....	6	12	18	.....	.....	31
1	Taneytown	3	2	5	20	27	47	.....	.....	.....	.....	.....	.....	.....	.....	4	4	.....	20	31
3	New Windsor	.....	.....	.....	14	20	34	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
2	Sykesville	†1	.....	†1	25	17	42	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
3	Charles Carroll	.....	.....	.....	2	2	4	.....	.....	.....	.....	.....	.....	.....	7	11	18	7	7	12
3	Manchester*	.....	.....	.....	2	5	7	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Totals	37	48	85	161	286	447	32	42	74	68	.....	68	.....	29	79	108	7	157	284
	CECIL																			
1	Cecil County H. S. (Elkton)	6	12	18	72	68	140	3	6	9	....	....	....	....	....	....	....	....	57	66
1	Northeast	3	5	8	25	47	72	.....	.....	.....	....	....	....	....	....	....	....	....	25	47
1	Calvert Agricultural	4	6	10	29	37	66	.....	.....	.....	....	....	....	....	....	....	....	....	29	37
1	Chesapeake City	5	1	6	28	9	37	4	3	7	....	....	....	....	....	....	....	....	32	12
2	George Biddle (Cecilton)	1	3	4	12	28	40	.....	.....	.....	....	....	....	....	....	....	....	....	.....	.....
3	Fair Hill	.....	.....	.....	12	16	28	.....	.....	.....	....	....	....	....	....	....	....	....	.....	.....
3	Rising Sun	.....	.....	.....	14	18	32	.....	.....	.....	....	....	....	....	....	....	....	....	.....	.....
2	Perryville	2	1	3	11	15	26	.....	.....	.....	....	....	....	....	....	....	....	....	.....	.....
	Totals	21	28	49	203	238	441	7	9	16	....	.....	.....	.....	.....	.....	.....	.....	143	162
	CHARLES																			
2	Indian Head	.....	.....	.....	40	44	84	.....	.....	.....	....	....	....	....	....	....	....	....	40	44
3	Tompkinsville	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	8	14	22	.....	.....	.....
	Totals	.....	.....	.....	40	44	84	.....	.....	.....	.....	.....	.....	.....	8	14	22	.....	40	44

*Not approved.

†Graduates of three-year course.

‡Course at Sparrows Point is industrial, not agricultural.

NUMBER PURSUING THE FOLLOWING COURSES AND SUBJECTS

Group	NAME OF HIGH SCHOOL	Graduates June, 1922			COURSES														SUBJECTS		
					Academic			Commercial			Vocational (Smith-Hughes)				General						
											Agriculture										
		Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Home Economics	Male	Female	Total	Agriculture (State)	Manual Training	Home Economics (State)
	DORCHESTER																			
1	Cambridge	29	25	54	42	68	110	114	103	217	....	....	....	....	....	....	....	....	97	97
1	Hurlock	2	8	10	1	2	3	1	6	7	....	....	....	....	28	26	54	....	....	....
1	East New Market	7	6	13	20	30	50	....	....	....	....	....	....	....	....	....	....	20	....	30
2	Crapo	†3	†6	†9	....	....	....	....	....	....	....	....	....	....	9	24	33	....	....	....
3	El Dorado	....	....	....	2	14	16	....	....	....	....	....	....	....	....	....	....	....	....	....
2	Cambridge (Colored)	†1	†2	†3	19	36	55	....	....	....	....	....	....	....	....	....	....	....	....	....
	Totals	42	47	89	84	150	234	115	109	224	....	....	....	....	37	50	87	20	97	127
	FREDERICK																			
1	Girls'	....	56	56	....	248	248	....	57	57	....	....	....	....	....	....	....	....	....	181
1	Boys'	52	....	52	128	....	128	104	....	164	....	....	....	....	....	....	....	....	172	....
1	Brunswick	9	14	23	12	15	27	13	26	39	....	....	....	53	65	28	93	....	79	53
1	Middletown	13	12	25	15	14	29	9	18	27	31	....	31	26	2	5	7	....	8	....
1	Thurmont	1	8	9	18	19	37	5	13	18	....	....	....	....	21	23	44	....	33	33
1	Emmitsburg	3	1	4	32	36	68	....	....	....	....	....	....	....	....	....	....	....	32	36
1	Libertytown	2	9	11	18	33	51	....	....	....	....	....	....	....	....	....	....	....	....	....
2	Myersville	....	....	....	20	24	44	....	....	....	....	....	....	....	....	....	....	....	....	....
3	Walkersville	....	‡8	‡8	....	....	....	....	....	....	....	....	....	....	8	19	27	....	....	....
3	New Market	‡4	‡4	‡8	7	11	18	....	....	....	....	....	....	....	....	....	....	....	....	....
3	Adamstown	‡2	....	‡2	11	8	19	....	....	....	....	....	....	....	....	....	....	....	....	....
3	Frederick (Colored)	....	....	....	21	24	45	....	....	....	....	....	....	....	....	....	....	....	....	....
	Totals	86	112	198	282	432	714	191	114	305	31	....	31	79	96	75	171	....	324	303

	GARRETT																			
1	Garrett County (Colored)	6	16	22	61	19	80	9	11	20	....	....	....	73	....	....	....	....	70	99
1	Kitzmiller	3	5	8	27	47	74	....	....	....	....	....	....	....	....	....	....	....	....	....
2	Accident	....	....	....	17	17	34	....	....	....	....	....	....	....	....	....	....	....	....	....
2	Friendsville	....	4	4	....	....	....	15	19	34	....	....	....	....	....	....	....	....	....	....
2	Grantsville	....	....	....	3	5	8	....	....	....	12	....	12	....	6	7	13	....	....	....
	Totals	9	25	34	108	88	196	24	30	54	12	....	12	73	6	7	13	....	70	99
	HARFORD																			
1	Bel Air	11	13	24	67	97	164	7	13	20	....	....	....	....	1	....	1	....	67	90
1	Havre de Grace	4	12	16	30	26	56	6	11	17	....	....	....	....	23	50	73	....	59	87
1	Highland (Street)	3	13	16	12	36	48	....	....	....	27	19	46	....	....	....	....	....	....	....
1	Aberdeen	....	7	7	20	37	57	....	....	....	....	....	....	....	8	8	16	....	28	45
1	Jarrettsville	2	11	13	4	16	20	....	....	....	12	17	29	....	3	2	5	‡31	....	....
2	Slate Ridge	....	*3	*3	12	18	30	....	....	....	....	....	....	....	....	....	....	....	....	....
	Totals	20	59	79	145	230	375	13	24	37	39	36	75	....	35	60	95	‡31	154	222
	HOWARD																			
1	Ellicott City	5	13	18	42	52	94	2	14	16	....	....	....	....	....	....	....	....	....	....
2	Clarksville	*5	*3	*8	5	25	30	....	....	....	....	....	....	23	....	....	....	....	44	....
3	Lisbon	....	....	....	....	....	....	....	....	....	17	....	17	....	....	....	....	....	....	....
3	Savage	....	....	....	9	17	26	....	....	....	....	....	....	....	12	19	31	....	....	....
	Totals	10	16	26	56	94	150	2	14	16	17	....	17	23	12	19	31	....	44	....
	KENT																			
1	Chestertown	8	17	25	42	73	115	14	8	22	....	....	....	....	....	....	....	....	36	81
1	Rock Hall	2	6	8	16	24	40	1	3	4	....	....	....	....	....	....	....	....	17	27
2	Galena	*1	*2	*3	13	17	30	....	....	....	....	....	....	....	....	....	....	....	13	17
2	Betterton	*4	*6	*10	14	15	29	....	....	....	....	....	....	....	....	....	....	....	14	15
3	Millington	....	*5	*5	4	14	18	....	....	....	....	....	....	....	....	....	....	....	3	....
3	Chestertown (Colored)	....	†3	†3	3	19	22	....	....	....	....	....	....	....	....	....	....	....	....	....
	Totals	15	39	54	92	162	254	15	11	26	....	....	....	....	....	....	....	....	103	140

†Graduates of three-year course.

‡Graduates of two-year course.

NUMBER PURSUING THE FOLLOWING COURSES AND SUBJECTS

Group	NAME OF HIGH SCHOOL	Graduates June, 1922			COURSES														SUBJECTS		
					Academic			Commercial			Vocational (Smith-Hughes)				General						
											Agriculture										
		Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Home Economics	Male	Female	Total	Agriculture (State)	Manual Training	Home Economics (State)
	MONTGOMERY																			
1	Montgomery County (Rockville)	8	11	19	54	83	137	10	15	25	....	....	....	....	....	....	....	....	....	59
1	Gaithersburg	5	23	28	20	59	79	....	....	....	20	....	20	19	....	....	....	....	25	35
1	Sherwood (Sandy Spring)	....	8	8	....	....	....	....	....	....	....	....	....	....	37	38	75	....	....	....
1	Poolesville	1	7	8	18	27	45	....	....	....	....	....	....	....	....	....	....	....	....	26
2	Fairland	....	*9	*9	....	....	....	....	....	....	....	....	....	....	10	25	35	....	....	....
2	Damascus	....	*2	*2	14	21	35	....	....	....	....	....	....	....	....	....	....	....	....	....
3	Dickerson	....	†1	†1	8	14	22	....	....	....	....	....	....	....	....	....	....	....	....	....
	Totals	14	61	75	114	204	318	10	15	25	20	....	20	19	47	63	110	....	25	120
	PRINCE GEORGE'S																			
1	Hyattsville	2	12	14	75	143	218	....	9	9	32	....	32	....	....	1	1	....	107	153
1	Laurel	3	11	14	48	51	99	10	22	32	....	....	....	....	....	....	....	....	56	73
1	Upper Marlboro	5	5	10	37	46	83	7	5	12	....	....	....	....	....	....	....	....	....	....
1	Baden Agricultural	6	9	15	....	....	....	....	....	....	18	....	18	40	6	3	9	....	....	....
1	Brandywine	3	4	7	14	21	35	....	....	....	....	....	....	....	9	16	25	....	....	37
1	Surrattsville (Clinton)	7	2	9	20	25	45	....	....	....	....	....	....	....	6	4	10	....	....	29
3	Fort Foote	....	†4	†4	8	13	21	....	....	....	....	....	....	....	....	....	....	....	....	....
	Totals	26	47	73	202	299	501	17	36	53	50	....	50	40	21	24	45	....	163	292
	QUEEN ANNE'S																			
1	Centerville	6	17	23	41	68	109	4	12	16	....	....	....	....	....	....	....	....	45	80
1	Stevensville	2	6	8	20	31	51	....	....	....	....	....	....	....	....	....	....	....	20	31
1	Sudlersville	2	5	7	18	27	45	....	....	....	....	....	....	....	....	....	....	....	18	27
1	Tri-County	5	7	12	32	39	71	....	....	....	....	....	....	....	....	....	....	....	32	39
2	Church Hill	3	3	6	8	22	30	....	....	....	....	....	....	....	....	....	....	....	8	22
	Totals	18	38	56	119	187	306	4	12	16	....	....	....	....	....	....	....	....	123	199

	SOMERSET																			
1	Crisfield	13	17	30	90	86	176	17	22	39	....	....	....	....	....	....	....	....	....	91
1	Princess Anne	4	6	10	52	69	121	.....	.....	.....	....	....	....	....	1	.....	1	.....	35	66
2	Marion	*2	*4	*6	15	29	44	.....	.....	.....	....	....	....	....	.....	.....	.....	.....	.....	.....
2	Deal's Island	*2	*1	*3	8	17	25	.....	.....	.....	....	....	....	....	.....	.....	.....	.....	.....	.....
	Totals	21	28	49	165	201	366	17	22	39	....	....	....	....	1	.....	1	.....	35	157
	TALBOT																			
1	Easton	9	20	29	63	72	135	8	22	30	....	....	....	....	.....	.....	.....	.....	47	64
1	St. Michaels	6	1	7	38	35	73	.....	.....	.....	....	....	....	....	.....	.....	.....	.....	38	35
1	Oxford	4	2	6	17	25	42	.....	.....	.....	....	....	....	....	.....	.....	.....	.....	17	25
2	Tilghman	*4	*4	*8	10	19	29	.....	.....	.....	....	....	....	....	.....	.....	.....	.....	.....	.....
3	Trappe	.....	*3	*3	10	10	20	.....	.....	.....	....	....	....	....	.....	.....	.....	.....	.....	.....
2	Easton (Colored)	*1	*4	*5	10	19	29	.....	.....	.....	....	....	....	....	.....	.....	.....	.....	10	19
	Totals	24	34	58	148	180	328	8	22	30	....	....	....	....	.....	.....	.....	.....	112	148
	WASHINGTON																			
1	Hagerstown (Girls')	.....	68	68	.....	315	315	.....	44	44	....	....	....	....	.....	.....	.....	.....	.....	359
1	Hagerstown (Boys')	44	.....	44	294	.....	294	43	.....	.....	....	....	....	....	.....	.....	.....	.....	290	.....
1	Smithsburg	3	13	16	45	60	105	.....	.....	.....	....	....	....	....	.....	.....	.....	.....	36	41
1	Williamsport	4	7	11	41	51	92	.....	.....	.....	....	....	....	....	.....	.....	.....	.....	41	51
1	Clear Spring	3	7	10	24	35	59	.....	.....	.....	20	.....	20	.....	.....	.....	.....	.....	.....	35
1	Boonsboro	7	6	13	27	29	56	.....	.....	.....	....	....	....	....	12	5	17	.....	.....	21
2	Hancock	.....	.....	.....	29	26	55	.....	.....	.....	....	....	....	....	.....	.....	.....	.....	.....	26
	Totals	61	101	162	460	516	976	43	44	87	20	.....	20	.....	12	5	17	.....	367	533
	WICOMICO																			
1	Wicomico County (Salisbury)	20	39	59	118	159	277	31	63	94	....	....	....	....	75	98	173	.....	224	320
1	Sharptown	4	10	14	35	41	76	.....	.....	.....	....	....	....	....	.....	.....	.....	.....	35	41
1	Delmar	2	3	5	24	44	68	.....	.....	.....	....	....	....	....	.....	.....	.....	.....	24	44
2	Pittsville	*4	*5	*9	22	28	50	.....	.....	.....	....	....	....	....	.....	.....	.....	.....	.....	.....
2	Mardela	*6	*7	*13	16	20	36	.....	.....	.....	....	....	....	....	.....	.....	.....	.....	.....	.....
2	Nanticoke	*1	*4	*5	20	20	40	.....	.....	.....	....	....	....	....	.....	.....	.....	.....	.....	.....
3	Hebron	†5	†7	†12	9	13	22	.....	.....	.....	....	....	....	....	.....	.....	.....	.....	.....	.....
3	Powellville	†1	†5	†6	10	14	24	.....	.....	.....	....	....	....	....	.....	.....	.....	.....	.....	.....
2	Wicomico (Colored)	*7	*20	*27	38	76	114	.....	.....	.....	....	....	....	....	.....	.....	.....	.....	38	76
	Totals	50	100	150	292	415	707	31	63	94	....	....	....	....	75	98	173	.....	321	481

*Graduates of three-year course.

†Graduates of two-year course.

‡Includes 18 girls.

NUMBER PURSUING THE FOLLOWING COURSES AND SUBJECTS

Group	NAME OF HIGH SCHOOL	Graduates June, 1922			COURSES														SUBJECTS		
					Academic			Commercial			Vocational (Smith-Hughes)				General						
											Agriculture										
		Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Home Economics	Male	Female	Total	Agriculture (State)	Manual Training	Home Economics (State)
	WORCESTER																			
1	Pocomoke	14	15	29	63	33	96	8	6	14	....	.....	.....	61	.....	.....	.....	.....	64	.....
1	Snow Hill	13	17	30	40	86	126	3	17	20	....	.....	.....	.....	.....	.....	.....	.....	43	103
1	Buckingham (Berlin)	9	10	19	38	60	98	34	25	59	....	.....	.....	.....	.....	.....	.....	.....	70	83
1	Stockton	2	6	8	17	32	49	.....	.....	.....	....	.....	.....	.....	.....	.....	.....	.....	.....	28
2	Ocean City	2	2	4	12	23	35	.....	.....	.....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....
2	Girdletree	3	3	6	12	15	27	.....	.....	.....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Totals	43	53	96	182	249	431	45	48	93	.. .	.....	.....	61	.....	.....	.....	.....	177	214
	SUMMARY																			
	First Group	531	926	1,455*	3,517	4,920	8,437	845	1,157	2,002	279	36	315	318	376	394	770	58	3,668	5,419
	Second Group	56	73	129	326	478	804	15	19	34	45	17	62	.....	25	56	81	.....	75	152
	Third Group	12	37	49	176	253	429	.....	.....	.....	....	.....	.....	.....	87	130	217	.....	10	12
	Colored Schools	13	30	43	113	238	351	.....	.....	.....	....	.....	.....	.....	.....	.....	.....	.....	63	159
	Totals	612	1,066	1,676	4,132	5,889	10,021	860	1,176	2,036	324	53	377	318	488	580	1,068	58	3,816	5,742

*Graduates of three-year course.

†Graduates of two-year course.

STATE OF MARYLAND

DEPARTMENT OF EDUCATION

Fifty-Seventh Annual Report

OF THE

State Board of Education

SHOWING CONDITION

OF THE

Public Schools of Maryland

FOR THE

YEAR ENDING JULY 31, 1923

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LETTER OF TRANSMITTAL

March 1, 1924.

Honorable Albert C. Ritchie,
Governor of the State of Maryland,
Annapolis, Maryland.

My dear Governor Ritchie:

We herewith transmit to you the Fifty-seventh Annual Report of the State Board of Education for the school year ending July 31, 1923.

Respectfully,

Henry M. Fitzhugh, *President;*
Thomas H. Chambers,
Stuart S. Janney,
J. M. T. Finney,
Edgar W. McMaster,
Albert S. Cook,
Secretary and Treasurer.

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FOREWORD

This report is not a mere summarized tabulation of figures giving the usual information concerning buildings, schools, pupils, teachers, and finances, but *a careful analysis of all of the measurable facts available for each county school system.* The facts have been presented in percentages, ratios and per pupil costs, by means of tables, graphs, and charts, making possible a comparison of each county with its neighbors and the remaining counties of the State. Each county therefore has, year by year, the benefit of the experience of every other county on every item of school practice or school finance under examination.

Since the annual report is made up through an analysis of the summarized data furnished by the co-operation of every teacher, county school official, normal school principal, and member of the State Department of Education, it merits careful study. It deals with practically every type of administrative problem and is therefore of vital interest to those who contributed data for the report and to all interested citizens.

We have not been able to publish all of the material sent to us, but we have on file at the office of the State Department of Education all of the basic data and will be glad to furnish them to the interested public on request.

As soon as the report is published, it is analyzed from the point of view of each county superintendent and a letter summarizing the status of each county is sent to each county superintendent by the State Superintendent. Most of the superintendents have found the facts presented helpful in planning their administrative programs, in making up their budgets, and in giving an account of the work of their county schools to their own public.

The report answers the following questions as well as others:

What Part Do the Members of the State Department of Education Take in Improving Instruction and Conditions in the Schools?
See pages 9-17.

Is There a Measuring Rod for General Educational Efficiency?
See page 18.

What does it measure?
See page 19.

How do Maryland and each individual county meet this standard?
See pages 20-27 *and pages* 208-213.

Have the State and each county moved forward since 1918? How much?
See pages 18-21.

How Many Children Must Be Provided For in the Public Schools?
See page 28 *and pages* 216-218.

Is the number growing or decreasing?
See pages 28 *to* 31.

Which counties are growing and therefore in need of additional buildings, teachers, supplies, and funds to care for the larger number of children?
See page 29.

Where is the growth taking place? In high schools, grammar grades, primary grades, or rural schools? What effect does this growth have on the cost of schools?
See page 28 *and pages* 120-122 *and page* 141.

Have high school opportunities been distributed more widely throughout the counties?
See pages 30-35.

How many graduates are leaving the elementary schools? The high schools? The normal schools?
See pages 58-59, 52-54, *and page* 190.

Are the high schools carrying more boys and girls to graduation than ever before? If so, why?
See pages 53-54.

How many pupils are failing in their work and what are the causes?
See pages 56 *and* 57, *and pages* 60-63.

Do High School Graduates Enter the Normal Schools to Become Teachers?
See page 55, *and pages* 194-196.

How many high school graduates go to the normal schools?
See page 55.

Where do the graduates of Maryland normal schools teach?
See pages 191-193.

How do these normal school graduates contribute to the improvement of the State's teaching staff?
See pages 75-83.

How Well Do Maryland Schools Teach Reading and Arithmetic?
See pages 68-69, *and pages* 226 *to* 231.

What progress are the schools making in teaching reading and arithmetic, as measured by results in standard tests?
See pages 68-69, *and pages* 226-231.

What courses are offered in high schools?
See pages 64-67, 170-175, *and pages* 238-243.

How long are the schools open?
See pages 39-43 *and page* 217.

How faithfully do pupils attend school?
See pages 44-51 *and page* 218.

Is the Equalization Fund Increasing the Number of Trained Teachers as Rapidly as Expected.
See pages 75-83.

What is the size and training of the teaching staff?
See pages 75-83.

How does this compare with conditions in previous years?
See pages 75-83.

How long do Maryland teachers stay in the profession?
See pages 92-99.

How many men are teaching in our elementary and high schools?
See pages 100-101 *and page* 219.

How many Maryland county teachers attend summer school and where do they go?
See pages 101-103.

What salaries are paid to county teachers?
See pages 115-119.

How Much Money Was Spent on the Education of Maryland's Children in 1923?
See pages 120-121 ***and page*** 248.

How much of this is paid for by the State as a whole?
See pages 123-128.

What is the cost to each Maryland inhabitant? Is it too much?
See pages 122-123.

What does each pupil cost?
See pages 135-152.

How is each dollar used for school purposes spent?
See pages 129-131.

What is the effect of size of class on school costs?
See pages 104-114, *and* 145-147.

How much is spent on overhead costs? Overhead per pupil?
See pages 131-132, *and* 249-250.

Does supervision pay for itself by its accomplishments?
See page 72, *page* 139, *page* 250.

How does the number of supervisors in Maryland compare with the number in towns and cities elsewhere?
See page 72 *and page* 219.

Why is transportation of pupils needed and what does it cost?
See pages 132-134.

What is spent on books and supplies?
See page 139 *and page* 250.

Are the larger schools less expensive than the one- and two-teacher schools? Why?
See page 109 *and page* 147.

Is it possible to give children greater opportunities in the larger schools?
See pages 48, 50, 51, 60-63, 68-69, 78-82, 92, 95, 99, 108-113, 118-119, 132-133, 147-151, 153-155, 226-231.

County School Tax Rates

What is the school tax rate in each county? How does it compare with expenditures for purposes other than schools?
See pages 161-164.

How does the State aid the counties in financial support of the schools?
See page 247 *and pages* 123-126.

What is Maryland's Equalization Fund and how is its amount determined?
See pages 127-128 *and page* 247.

In what ways has it benefited Maryland counties in 1923?
See pages 21, 22, 25, 78-81, 123, 131, 137-138.

What Additional Facts Would You Like to Know about Your Schools?

If you will let the State Department of Education know what they are, and if the facts are available and measurable, they will gladly be furnished to anyone who shows his interest by requesting them.

ALBERT S. COOK,
State Superintendent of Schools.

OBJECTIVES OF MEMBERS OF STATE DEPARTMENT OF EDUCATION FOR 1923-24

The State Superintendent

The State Superintendent will keep in close touch with all activities of the Department, and perform all of the functions of the Department required of him by the State School Law that he has not specifically delegated to his professional assistants.

I. Assist members of the Department in keeping the main purposes of the State Program for Education before the people of the State:

1. By speaking before State-wide and county-wide organizations
2. By giving out statements to the press concerning the schools
3. By reading critically all material for courses of study, bulletins, reports, circular letters, etc., before they are issued
4. By assisting in the preparation of material for publication and suggesting sources of material for bulletins.

II. Keep in close personal touch with administration and supervision in the various counties:

1. By personal visitation with county superintendents and supervisors
2. By discussing in detail the findings of his professional assistants on their supervisory visits
3. By studying carefully all statistical studies made by the Department which give the relative standing of each county in the measurable administrative and supervisory activities, including both educational and financial items
4. By conducting or assisting in conducting all called meetings of the Department with county school officials.

III. Prepare the final draft of the Budget for approval of the State Board before submitting same to the Governor.

The Assistant Superintendent

I. Organization and supervision of extension courses for teachers

II. Assistance to attendance officers in perfecting ways of stimulating school attendance

III. Continued attention to the improvement of the physical condition of rural school buildings, and encouragement to counties to bring more of their rural schools up to the "standard school" rating

IV. With the assistance of Supervisor Gibson, emphasis upon central closing exercises for elementary schools in the various counties

V. Assistance to the counties in their study of problems of consolidation of schools

VI. Furtherance of the interests of the State Normal School at Salisbury by:

1. Assisting in the supervision of building construction.
2. Securing candidates for faculty positions.
3. Recruiting students, for which purpose all of the first group high schools on the Eastern Shore will be visited.

The Supervisor of Elementary Schools

I. To achieve standard results in silent reading and reasoning in arithmetic this school year; also improvement in handwriting to the point of legibility in all written work of every child in every grade. (Pursuant to this, a plan will be presented at the conference by which standardized tests in reading and arithmetic may be given in every county in October and May, the State Department furnishing the tests. Details of giving and scoring the tests will be furnished the counties; also specific aid will be given for interpreting results and for planning remedial measures.)

II. A group schedule in use in every one-teacher school in every county.

III. The gradual elimination of the excessive number of over-age pupils in each county; each county should set up a definite goal for the year.

IV. Teachers' meetings throughout the State to be conducted on a higher professional plane in accordance with the principles laid down in the September, 1923, bulletin, entitled "Worthwhile Teachers' Meetings."

V. More frequent visits from the State supervisor to the county supervisors for mutual encouragement and help; also for the purpose of utilizing the strength of all the supervisors for the benefit of each one of them.

VI. The publication of a bulletin, entitled "School Publicity—A Professional Opportunity and Obligation," which will offer concrete suggestions and concrete material designed to inform the public of what the schools of Maryland are actually accomplishing.

The High School Supervisors

I. Continuance of the administrative aspects of the work—*i. e.*, studying each high school with regard to:

1. Library facilities
2. Laboratory equipment
3. Curriculums offered
4. Daily schedule
5. Units offered
6. Distribution of principal's time
7. Size of classes
8. Efficiency of record system
9. Extra-curricular activities.

II. Continuance of the regional principals' conferences, a demonstration lesson to be taught by a principal at each meeting. Schedule to be arranged later.

III. Attendance, as far as possible, upon the meetings of the county high school teachers' associations; assisting the officers in planning the programs for these meetings, etc.

IV. Stressing, with each principal, the importance of the number and character of his regular stated professional faculty meetings.

V. Stimulating and checking up on the professional attitude of each high school principal by filling out, after February 1, 1924, in the presence of the principal, the questionnaire discussed at the department conference held on September 7.

VI. Attendance, when possible, upon professional faculty meetings in individual schools.

VII. Making sure that, so far as is possible, every high school teacher is taking and studying at least one professional journal.

VIII. Keeping the county superintendents in close touch with the work and progress of their respective high schools.

IX. Pursuance, as heretofore, of the helpful professional supervision of actual classroom instruction; and, in furtherance of this aspect of our work, we propose the procedure following (see XII. below).

X. Preparation of a Mathematics Bulletin and of a Social Science Bulletin.

XI. Revision and reprinting of the History Bulletin.

XII. Administering certain standardized high school tests this autumn and next spring, the State to furnish the tests this autumn; the counties to furnish the tests next spring; the supervisors to give the tests, the principals and faculties, after instruction, to score the tests and return them to the supervisors, and results to be made known at such times and in such ways as may seem most useful.

The Statistician, Bureau of Educational Measurements

I. Analysis of facts in new annual reports from county superintendents for the year 1922-1923 showing for various types of schools the following:

1. Source of enrollment
2. Causes of late entrance
3. Causes of withdrawal
4. Aggregate days attended and belonging, average number attending and belonging, and per cent of attendance for the year and each month
5. Days in session
6. Substitute service
7. Number of pupils attending various numbers of days who were transported at public expense and not so transported and causes of long absence
8. Number of boys and girls promoted and not promoted in each grade and causes of non-promotion
9. Courses and special subjects taken by boys and girls in high school.

II. Analysis of data showing number of buildings, schools, and teachers; receipts and disbursements for all schools and schools of various types; cost per pupil; average salary per teacher, etc.

III. Computation of the 1922-1923 index number for Maryland schools.

IV. Preparation of the Annual Report for the school year 1922-1923.

V. Analysis of certification, experience, and salary status of teachers, and the number of teachers required in the various counties as of October 15, 1923, as a basis for figuring the Equalization Fund for 1925, 1926, and 1927. These figures will be included in the budget to be presented to the Legislature.

VI. Age-grade study as of November 30, 1923, with comparison with 1922, to show improvement in elimination of over-age pupils.

VII. Letter to be sent to each county superintendent analyzing the Annual Report from the point of view of each superintendent.

VIII. Letter to be sent to each county superintendent analyzing the age grade study from the point of view of each superintendent.

IX. Analysis of results of tests given to date and during 1923-1924.

X. Working in co-operation with a committee of superintendents to make plans for taking a school census in 1924.

XI. Analysis of monthly data on average number attending and belonging and per cent of attendance to be furnished the State office each month by each county superintendent and data for all counties to be promptly returned to each superintendent to stimulate improvement in attendance.

XII. Follow up to see that there is a more accurate recording of facts regarding child accounting and attendance by every teacher, with a regular check by the attendance officer to see that it is done.

The State Supervisor of Music

I. Plans for training the elementary teachers who are in service:

1. Through class demonstration teaching in the county schools:

(a) By the State supervisor, with the co-operation of each of the county elementary supervisors, for the purpose of training certain elementary teachers to give class demonstration teaching to all elementary teachers, either in groups or in the entire body.

(b) By the elementary teachers who have been trained for this purpose by the State supervisor and county supervisors. It is the plan to have at least two periods of this demonstration class teaching of music given during the school year in each of the counties before all the elementary teachers.

(c) By the regular elementary supervisors of the counties who can carry on this work themselves or can do so with the assistance given them by the State supervisor.

2. Through advising elementary teachers to study elementary music in summer schools. For the past three years, courses in elementary music have been given in all Maryland summer schools, and no doubt these courses will continue to be offered from year to year.

II. Extending and improving the teaching of music in all high schools, especially in those now equipped for the teaching of the subject on a credit basis:

1. By placing in these schools a copy of the "Tentative Course in Music for the High Schools of Maryland," which is now ready to be sent out.

2. By working out with the teachers of music lesson plans and by doing class demonstration teaching in the presence of the less experienced teachers.
3. By advising how to have the music activities of the high schools function to the social and civic advantage of their communities.
4. By urging more high school teachers to prepare to teach high school music. For the first time, courses in high school music were offered this past year at the University of Maryland and at the Johns Hopkins summer schools. Approximately thirty of the high school teachers from the counties studied music in these summer schools. These courses will, no doubt, be continued, and they are a real opportunity for the improvement of the teaching of music in the high schools of the State.
5. By assisting in the organization of additional orchestras in the high schools and also cornet bands in any high schools where the community interests make it practicable to do so.

III. Assisting in extending and establishing wholesome and useful music activities in the homes and in the community centers:

1. By conferring with clubs and special committees on musical features of social and civic programs.
2. By conducting community singing whenever possible to do so.
3. By developing local song leaders for the different community centers.
4. By advising with teachers as to how the music training and appreciation developed in the schools may be made to carry over into the homes and community clubs.
5. By enlisting the interest of parents and patrons in music memory tests, in school concerts, in high school orchestras, etc.

As a step toward discovering whether the lack of a singing voice on the part of so many teachers is the result of lack of training, it is proposed to test all girls who enter the junior classes at the two State Normal Schools this year for the purpose of finding the non-singers. It is believed that comparatively few will prove to be in this group, and that nearly all of these can, under special, individual training, develop sufficient voice necessary to teach some music in the elementary schools. While this is logically a part of the work of the teachers of music in the normal schools, it seems advisable that, since this is the first test of the kind, and in a way, an experiment, the State supervisor should be present during the tests.

The Supervisor of Colored Schools

I. Try to get teachers to keep an "achievement book" in at least two subjects. Material collected from this source to be used as a basis for courses of study in the negro schools.

II. Endeavor to have teachers plan their work daily as an aid to better classroom procedure.

III. Aid in the planning of effective teachers' meetings.

IV. Strive to reduce retardation.

V. Assist in testing negro pupils in silent reading in October and again in April.

VI. Arrange for extension courses for negro teachers under the direction of Mr. Holloway.

VII. Direct emphasis during the year upon the subjects of geography and silent reading.

VIII. Encourage negroes to raise money to aid in the securing of Rosenwald schools and of equipment.

IX. Make an effort to bring about improvement in the premises of negro schools.

The Director of Vocational Education

I. To extend the opportunity for vocational education to a larger number of people of Maryland.

II. To assist in securing additional State appropriations for vocational education:

1. Amounts of funds available and expenditures, 1922-23.

	Available	Expenditures	Balance
Federal	$61,766	$44,930	$16,836
State	15,000	15,000	.....

2. Amounts of Federal funds available for 1923-26:

1923-24	$68,623
1924-25	82,337
1925-26	96,051

III. Plans for the development of vocational education during 1923-24.

1. Agricultural Education

a. Complete the organization of the 13 new departments of vocational agriculture.
b. Supervise carefully the 34 departments of vocational agriculture.
c. Stress the following in connection with departments of agriculture:
(1) Better methods of teaching.
(2) Correlation of farm shop with subject matter.
(3) More adequate project supervision.
(4) Organization and supervision of junior projects.
(5) The conducting of judging contests.
(6) The holding of community days.
(7) The use of illustrative material.
(8) The necessity for an advisory committee.
(9) Adapting subject matter to community needs.
d. Co-operate with Mr. H. F. Cotterman in the training of teachers of vocational agriculture.

e. Improvement of teachers in service.
   (1) Through State and district conferences.
   (2) Through agricultural section of State Teachers' Association.

f. Publications.
   (1) Prepare a course of study in vocational agriculture.
   (2) Make revisions in such forms as may become exhausted during year.

2. Home Economics Education.

a. Visit each department of vocational home economics.
b. Co-operate with Miss McNaughton, teacher trainer and supervisor, in developing the vocational home economics program.
   (1) Assist in organizing new departments.
   (2) Assist in conducting State conference.
c. Co-operate with Mr. Sylvester and Miss Zuill in developing vocational home economics in Baltimore City.

3. Industrial Education.

a. Visit each school at least twice during the year.
b. Co-operate with Mr. Sylvester and his colleagues in further developing the industrial program in Baltimore City.
c. Co-operate with Mr. George S. Sanders in developing the industrial program throughout the State.

4. Miscellaneous.

a. Prepare State plan for vocational education.
b. Prepare financial, statistical, and descriptive reports for State and Federal boards.
c. Prepare such articles for the press as may be necessary and timely.
d. Attend such meetings as may be necessary for the promotion and development of vocational education.
e. Office work, correspondence, collecting and disseminating information.

IV. To co-operate with and secure, if possible, the co-operation of all educational, agricultural, and industrial agencies of the State.

The Credential Secretary

I. To settle as promptly as possible all certificate applications.

II. To help formulate a scheme for placing the issuance of elementary school teachers' certificates on a school credit basis.

III. To prepare for the information of the teachers a careful outline of the changes in certificate requirements when they have been finally adopted.

IV. To make for the annual report studies of certification during the year 1922-23, and of the results of the efforts to improve the certification of high school teachers, with a view to stimulating better conditions.

V. To check the certificate of the high school teachers of the State for the year 1923-24, and to follow this up with whatever action is necessary to see that every secondary teacher holds a valid certificate for the year.

VI. To make a similar check, if possible, in connection with the elementary teachers, in order to see that a larger number of the teachers are properly certificated and to emphasize the importance of having every teacher in the State certificated.

VII. To make a comparative study, by counties, of the preparation of the provisionally certificated high school teachers and of the number of years such teachers have been employed on this basis.

THE 1923 SCHOOL INDEX NUMBER

Maryland's school index number for 1923 is 72.8, an increase of nearly 8 points over 1922. This unusual increase is due to the successful administration in the counties of the school legislation of 1922, and to the program of school development in Baltimore City.

In 1918 only one State (Montana) had a higher index number than Maryland now has. All states have, of course, improved their ratings more or less since 1918, but complete data for other States are not available for any year later than 1920. For that reason Maryland's present rank can not be determined at this time.

The index numbers and annual increases for Maryland, Baltimore City, and the average county are given below:

TABLE 1.

INDEX NUMBERS 1918-1923

Year	Index Numbers for			Annual Increases in Index Numbers		
	Maryland	Baltimore City	Average County	Maryland	Baltimore City	Average County
1918	43.2	48.7	40.3	----	----	----
1919	42.0	47.4	38.9	—1.2	—1.3	—1.4
1920	51.9	55.5	45.4	9.9	8.1	6.5
1921	61.5	74.4	53.7	9.6	18.9	8.3
1922	65.1	78.1	56.0	3.6	3.7	2.3
1923	72.8	89.5	60.7	7.7	11.4	4.7

The first five items used in making up the index numbers are based on attendance in all schools and in high schools and on the length of session, while the last five depend on school expenditures per pupil and per teacher.

TABLE 2

IMPROVEMENT 1918 TO 1923 IN EDUCATIONAL AND FINANCIAL ITEMS OF INDEX NUMBER:

Year	Educational Items			Financial Items			Index Number		
	Average County	Baltimore City	State	Average County	Baltimore City	State	Average County	Baltimore City	State
1918	51.2	56.7	53.2	29.3	40.8	33.1	40.3	48.7	43.2
1923	61.3	63.9	62.4	60.2	115.2	83.2	60.7	89.5	72.8
Gain	10.1	7.2	9.2	30.9	74.4	50.1	20.4	40.8	29.6

There has been considerable gain in both the educational and financial items, but in the average county the gain in the latter is three times the former, and in Baltimore City an increase of 7.2 points from 1918 to 1923 in the educational items has been accompanied by a gain ten times as large in the financial items.

On What Is the Index Number Based?

The ten items used to obtain the index number are shown below in the tabulation for 1923, together with the increase in each item during the year for the white and colored schools in the average county. Every item shows an increase for every type of school.

TABLE 3.

STANDING OF AVERAGE MARYLAND COUNTY IN EACH COMPONENT OF THE INDEX NUMBER FOR EDUCATIONAL EFFICIENCY, 1923, AND INCREASE OVER 1922:

Item	Components of the Index Number	1923 Standing			Increase over 1922		
		All Schools	White Schools	Colored Schools	All Schools	White Schools	Colored Schools
1	Per cent. of children 5 and under 18 years in average attendance	57.2	58.0	53.8	.4	.2	1.0
2	Average days attended by each child 5 and under 18 ÷2	52.1	54.2	43.7	2.2	1.4	4.9
3	Average days schools were kept open ÷2	91.0	93.3	81.3	3.1	2.1	7.8
4	Per cent. of attendance in high school*	31.7	37.8	4.7	3.5	4.3	.6
5	Per cent. of boys to girls in high school	74.7	75.5	51.0	1.4	1.2	3.8
6	Total expenditure per child in average attendance	62.8	71.5	30.4	6.9	9.2	3.5
7	Total expenditure per child 5 years and under 18	36.7	41.5	16.4	5.0	5.5	2.2
8	Total expenditure per teacher and principal ÷24	68.1	74.5	35.6	8.3	9.0	4.5
9	Expenditure for other than salaries per child in attendance multiplied by 2	50.6	56.7	22.9	10.8	12.1	3.5
10	Average monthly salary per teacher	82.6	90.1	44.5	5.7	5.7	4.7
	Index Number in Average County	60.7	65.3	38.4	4.7	5.1	3.6

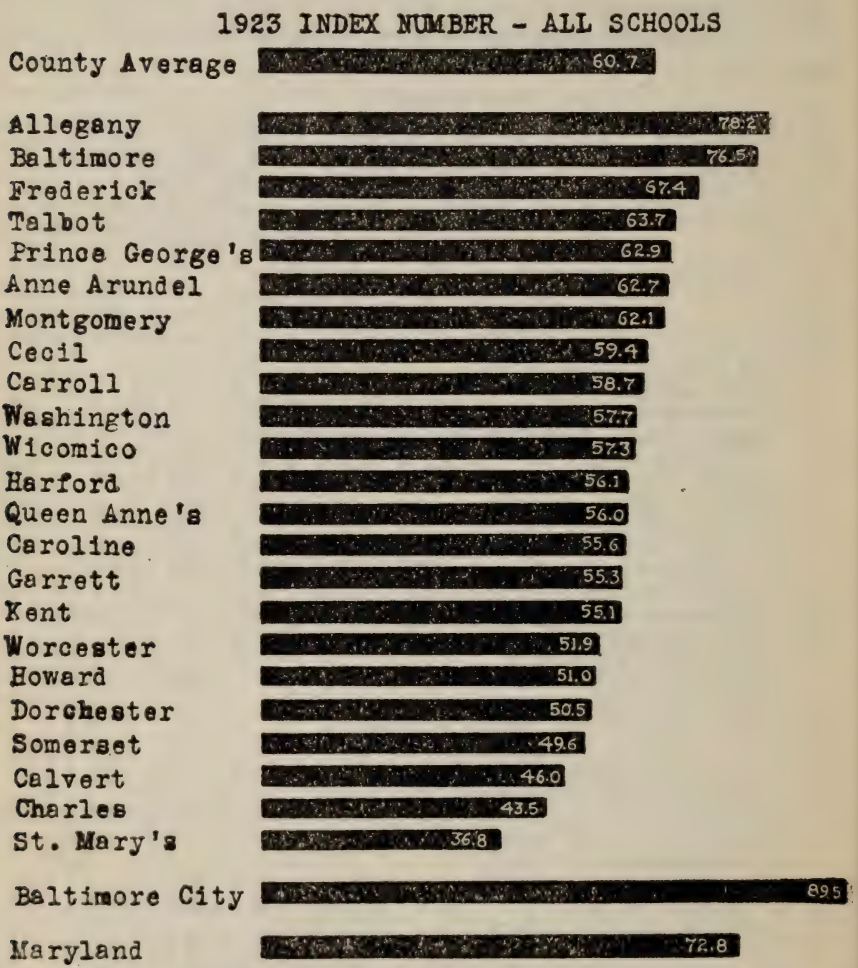
*Multiplied by 3 for eight-grade elementary school system, and by 2.75 for seven-grade elementary school system.

How Does Each County Help the Index Number?

An analysis of what each educational unit has contributed to the increase shows a steady growth in *every* county since 1918. The index number for the average county increased 50 per cent from 1918 to

1923. The counties are arranged in the order of their standing in 1923 in Table 4 and Chart A. (See also pages 208-209.)

CHART A



From 1922 to 1923 the index number in the average county rose to 60.7, or 4.7 points. Several counties made remarkable improvement during that year—Anne Arundel, Talbot, Prince George's, Montgomery, Garrett, St. Mary's, and Frederick Counties adding 6 points or more to their standing. In fact, Anne Arundel's gain amounted to nearly 14 points, and Talbot's to nearly 12, due, in large part, to expenditures for school buildings. Howard County was the only one to lower its 1922 standing, which had been unusually high for that county, because the cost of the two new high school buildings was included.

With the present method of computing the index number, the increases will be very great in years of great school building activity and decreases will often appear in the following year if there is little money used for capital outlay costs. This explains many of the great changes in rank noticeable, from year to year, in Anne Arundel, Harford, Howard, Montgomery, and Prince George's Counties. It is proposed that hereafter the amount included for capital outlay in a county be an average of the expenditures over the period of the past four or five years. In this way a county will not one year raise its rank considerably, only to fall to a low place the following year.

The only county whose index number in 1923 is below the State average in 1918 is St. Mary's. But when the growth in St. Mary's County is examined, it shows that its 1923 rating, 36.8, is 58 per cent higher than was its 1918 index number, and there has been year by year a steady improvement.

TABLE 4.

INDEX NUMBER FOR MARYLAND COUNTY SCHOOLS, 1918-1923.

COUNTY	1918	1920	1921	1922	1923	Increase 1923 over 1922
County Average	40.3	45.4	53.7	56.0	60.7	4.7
Allegany	44.5	47.5	60.3	76.7	78.2	1.5
Baltimore	44.6	61.3	74.9	75.0	76.5	1.5
Frederick	43.8	47.5	55.0	61.3	67.4	6.1
Talbot	42.7	45.2	50.9	51.8	63.7	11.9
Prince George's	37.4	44.0	50.7	54.0	62.9	8.9
Anne Arundel	36.9	44.7	46.8	48.8	62.7	13.9
Montgomery	40.6	44.1	56.1	53.8	62.1	8.3
Cecil	45.5	45.3	54.8	55.5	59.4	3.9
Carroll	41.1	40.3	53.6	54.8	58.7	3.9
Washington	43.3	51.9	60.5	54.0	57.7	3.7
Wicomico	38.7	50.5	52.7	52.8	57.3	4.5
Harford	41.0	46.4	52.3	55.4	56.1	.7
Queen Anne's	42.6	45.8	50.9	52.6	56.0	3.4
Caroline	39.0	41.4	48.6	51.4	55.6	4.2
Garrett	33.0	39.8	42.3	47.4	55.3	7.9
Kent	41.4	43.1	52.5	50.5	55.1	4.6
Worcester	38.0	45.9	50.2	51.3	51.9	.6
Howard	36.4	39.8	47.0	55.0	51.0	—4.0
Dorchester	36.1	39.2	43.6	46.5	50.5	4.0
Somerset	33.7	37.8	43.0	45.6	49.6	4.0
Calvert	24.4	26.6	34.9	41.4	46.0	4.6
Charles	21.7	23.2	38.0	40.6	43.5	2.9
St. Mary's	23.3	25.3	28.5	30.5	36.8	6.3
Baltimore City	48.7	55.5	74.4	78.1	89.5	11.4
Maryland	43.2	49.3	61.5	65.1	72.8	7.7

TABLE 5.

INDEX NUMBER FOR WHITE SCHOOLS IN MARYLAND COUNTIES, 1921-1923.

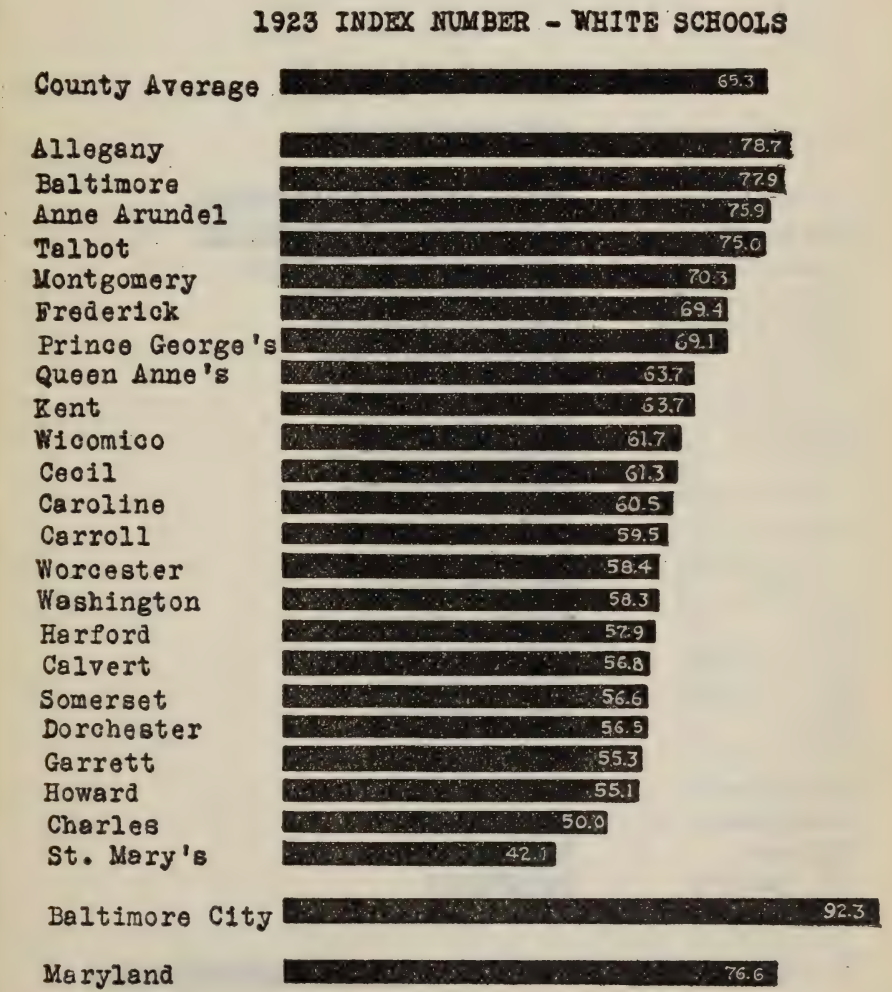
COUNTY	Index Number for White Schools			Increase 1923 over 1922
	1921	1922	1923	
County Average	58.1	60.2	65.3	5.1
Allegany	60.7	74.7	78.7	4.0
Baltimore	81.3	77.9	77.9	....
Anne Arundel	53.4	55.6	75.9	20.3
Talbot	58.1	59.4	75.0	15.6
Montgomery	63.0	60.1	70.3	10.2
Frederick	56.1	63.5	69.4	5.9
Prince George's	56.2	59.8	69.1	9.3
Queen Anne's	58.4	60.2	63.7	3.5
Kent	66.7	59.2	63.7	4.5
Wicomico	58.0	56.0	61.7	5.7
Cecil	56.3	57.3	61.3	4.0
Caroline	53.6	56.0	60.5	4.5
Carroll	54.2	55.2	59.5	4.3
Worcester	57.1	59.7	58.4	—1.3
Washington	61.2	54.5	58.3	3.8
Harford	55.0	57.7	57.9	.2
Calvert	43.8	51.4	56.8	5.4
Somerset	49.7	51.9	56.6	4.7
Dorchester	48.6	51.8	56.5	4.7
Garrett	42.4	47.4	55.3	7.9
Howard	51.3	61.3	55.1	—6.2
Charles	41.1	46.3	50.0	3.7
St. Mary's	32.7	36.5	42.1	5.6
Baltimore City	....	....	92.3	....
Maryland	....	....	76.6	....

White and Colored Schools

In the white schools the average county's gain from 1922 to 1923 was 5.1 points, but Anne Arundel, Talbot, Montgomery, Prince George's, Garrett, Frederick, Wicomico, St. Mary's, and Calvert gained more than this amount, Anne Arundel jumping more than twenty points, Talbot over fifteen, and Montgomery more than ten. The average county's rating is 65.3, and the range is from 42.1 in St. Mary's to 78.7

in Allegany County, which leads the other counties. The counties are listed *in the order of their* 1923 *standing*, and the figures for 1921 and 1922 are also given, so that the growth of each county is evident. (See Table 5 and Chart B, and pages 210-211.)

CHART B



In 1923 the colored schools in the average county moved their rating upward to 38.4 points, a gain of 3.6 points over last year, due to the 1922 legislation, better attendance, and more adequate support. Baltimore County's colored schools rank first and St. Mary's last, the variation running through all degrees between 22.6 points and 56.4 points. Baltimore, Caroline, Allegany, Anne Arundel, Prince George's, and Charles counties made the most notable improvement over the year before. (See Table 6 and Chart C, and pages 212-213.)

CHART C

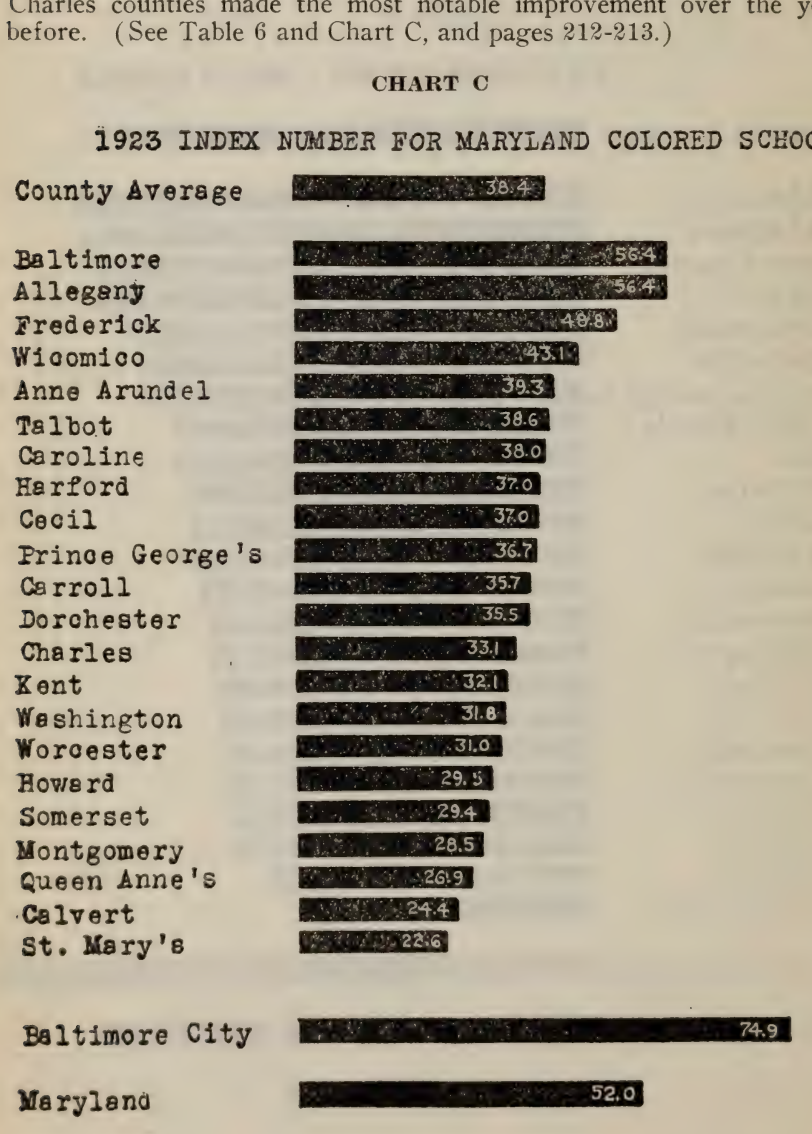


TABLE 6.

INDEX NUMBER FOR COLORED SCHOOLS IN MARYLAND COUNTIES, 1921-1923.

COUNTY	Index Number for Colored Schools			Increase 1923 over 1922
	1921	1922	1923	
County Average	32.5	34.8	38.4	3.6
Baltimore	45.8	44.2	56.4	12.2
Allegany	47.4	47.4	56.4	9.0
Frederick	37.8	42.8	48.8	6.0
Wicomico	35.2	41.4	43.1	1.7
Anne Arundel	30.9	31.0	39.3	8.3
Talbot	37.5	34.3	38.6	4.3
Caroline	25.8	28.0	38.0	10.0
Harford	31.4	34.3	37.0	2.7
Cecil	36.6	34.3	37.0	2.7
Prince George's	26.5	29.0	36.7	7.7
Carroll	37.6	37.1	35.7	—1.4
Dorchester	32.4	32.7	35.5	2.8
Charles	21.1	25.6	33.1	7.5
Kent	25.2	28.3	32.1	3.8
Washington	32.8	30.8	31.8	1.0
Worcester	27.3	26.8	31.0	4.2
Howard	25.0	24.7	29.5	4.8
Somerset	23.6	25.5	29.4	3.9
Montgomery	27.4	26.7	28.5	1.8
Queen Anne's	23.8	26.0	26.9	.9
Calvert	18.8	20.7	24.4	3.7
St. Mary's	21.5	20.1	22.6	2.5
Baltimore City	....	....	74.9	....
Maryland	....	....	52.0	....

The 1923 index numbers for all schools, white schools, and colored schools, are given in Table 7, the counties being listed in each case in the order of their rank.

The rank of each county in the three types of schools in 1921, 1922, and 1923 is indicated in Table 8.

TABLE 7.

1923 INDEX NUMBER FOR MARYLAND

County	All Schools	County	White Schools	County	Colored Schools
County Average...	60.7	County Average...	65.3	County Average...	38.4
Allegany	78.2	Allegany	78.7	Baltimore	56.4
Baltimore	76.5	Baltimore	77.9	Allegany	56.4
Frederick	67.4	Anne Arundel.....	75.9	Frederick	48.8
Talbot	63.7	Talbot	75.0	Wicomico	43.1
Prince George's....	62.9	Montgomery	70.3	Anne Arundel.....	39.3
Anne Arundel.....	62.7	Frederick	69.4	Talbot	38.6
Montgomery	62.1	Prince George's....	69.1	Caroline	38.0
Cecil	59.4	Queen Anne's.....	63.7	Harford	37.0
Carroll	58.7	Kent	63.7	Cecil	37.0
Washington	57.7	Wicomico	61.7	Prince George's....	36.7
Wicomico	57.3	Cecil	61.3	Carroll	35.7
Harford	56.1	Caroline	60.5	Dorchester	35.5
Queen Anne's.....	56.0	Carroll	59.5	Charles	33.1
Caroline	55.6	Worcester	58.4	Kent	32.1
Garrett	55.3	Washington	58.3	Washington	31.8
Kent	55.1	Harford	57.9	Worcester	31.0
Worcester	51.9	Calvert	56.8	Howard	29.5
Howard	51.0	Somerset	56.6	Somerset	29.4
Dorchester	50.5	Dorchester	56.5	Montgomery	28.5
Somerset	49.6	Garrett	55.3	Queen Anne's.....	36.9
Calvert	46.0	Howard	55.1	Calvert	24.4
Charles	43.5	Charles	50.0	St. Mary's.....	22.6
St. Mary's.....	36.8	St. Mary's.....	42.1		
Baltimore City.....	89.5	Baltimore City....	92.3	Baltimore City....	74.9
Maryland	72.8	Maryland	76.6	Maryland	52.0

(See pages 208-213.)

TABLE 8.

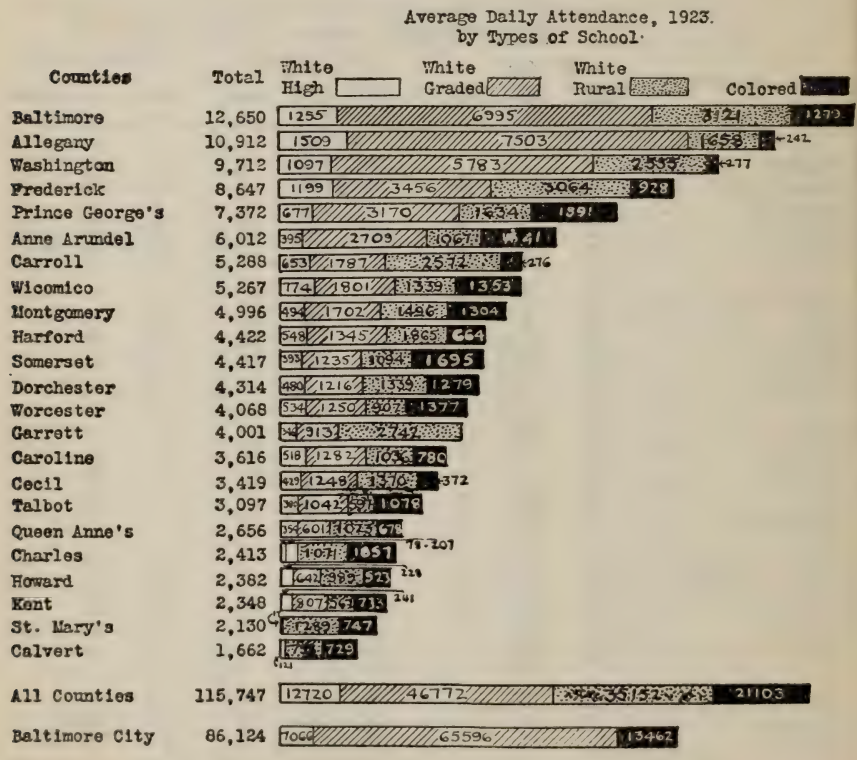
RANK OF MARYLAND COUNTIES IN 1921, 1922, AND 1923 INDEX NUMBERS.

COUNTY	Rank of Maryland Counties in Index Numbers for								
	All Schools			White Schools			Colored Schools		
	1921	1922	1923	1921	1922	1923	1921	1922	1923
Allegany	3	1	1	5	2	1	1	1	2
Anne Arundel	17	17	6	16	15	3	11	10	5
Baltimore	1	2	2	1	1	2	2	2	1
Calvert	22	21	21	20	20	17	22	21	21
Caroline	15	14	14	15	13	12	15	14	7
Carroll	7	7	9	14	16	13	4	5	11
Cecil	6	4	8	10	12	11	6	6	9
Charles	21	22	22	22	22	22	21	18	13
Dorchester	18	19	19	19	19	19	9	9	12
Frederick	5	3	3	12	3	6	3	3	3
Garrett	20	18	15	21	21	20	..	..	..
Harford	10	5	12	13	11	16	10	7	8
Howard	16	6	18	17	4	21	17	20	17
Kent	9	16	16	2	10	9	16	13	14
Montgomery	4	10	7	3	6	5	12	16	19
Prince George's	13	9	5	11	7	7	14	12	10
Queen Anne's	11	12	13	6	5	8	18	17	20
St. Mary's	23	23	23	23	23	23	20	22	22
Somerset	19	20	20	18	18	18	19	19	18
Talbot	12	13	4	7	9	4	5	8	6
Washington	2	8	10	4	17	15	8	11	15
Wicomico	8	11	11	8	14	10	7	4	4
Worcester	14	15	17	9	8	14	13	15	16

GROWTH IN MARYLAND'S SCHOOL ATTENDANCE 26,500 IN THREE YEARS

Maryland's school population is growing. The average attendance in the counties in 1923 was nearly 116,000, and, in Baltimore City, just over 86,000. The growth in Maryland's school attendance since 1920 has been over 26,500, and of these pupils nearly 16,000 are in the counties. (See pages 216-218.)

CHART D

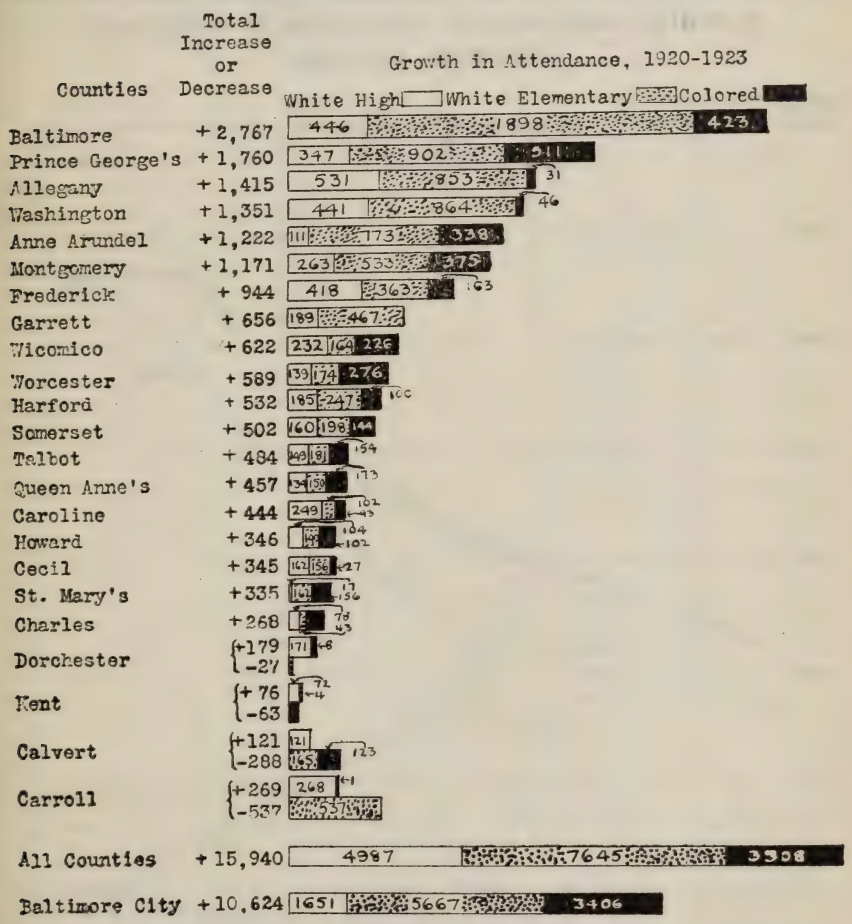


Which types of county schools are growing? The county white high schools in 1923 cared for 5,000 more children than in 1920; the county white elementary schools taught 7,650 more pupils; and the county colored schools took care of 3,300 additional. This growth may be attributed to the fact that children are staying in school longer and complete more work than they did formerly, to stricter enforcement of the compulsory attendance law, and to increase in population.

The figures are encouraging when it is remembered that one of the points used in judging a school system's efficiency is "How well does the system hold the children to complete the work of the elementary grades?"

For 1923 there are 12,720 pupils in average daily attendance in county high schools, 46,772 pupils in graded elementary schools having

CHART E



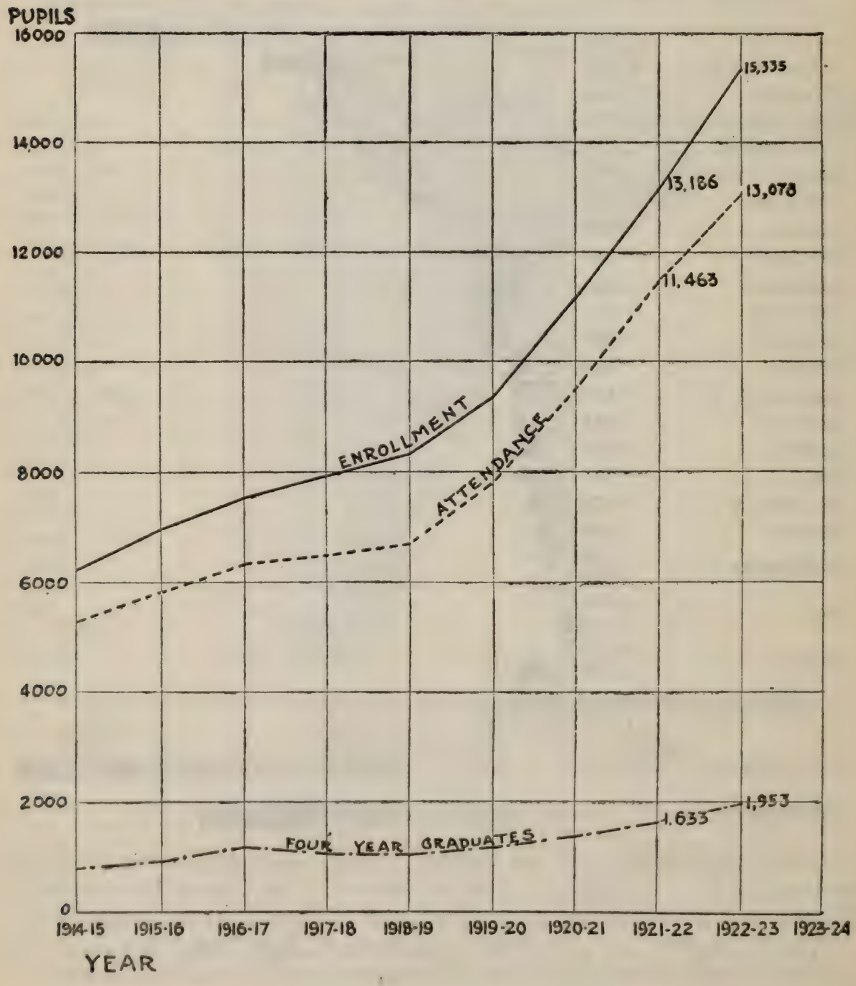
three or more teachers, 35,152 children in one- and two-teacher schools, and 21,103 boys and girls in colored schools. See Chart D, in which the counties are arranged in order of size of total average attendance.

Which counties are growing? Baltimore County leads, with an increase of nearly 2,800 pupils in the three-year period. Prince George's

comes next, with 1,760, and Allegany, Washington, Anne Arundel, and Montgomery follow, with from 1,000 to 1,500 more pupils. Two counties, Carroll and Calvert, appear to have fewer pupils than they had three years ago. See Chart E, in which the counties are arranged in order of increase in average attendance in the past three years.

CHART F

INCREASE IN HIGH SCHOOL ENROLLMENT AND ATTENDANCE AND IN WHITE HIGH SCHOOL GRADUATES IN MARYLAND COUNTIES, 1914-1923

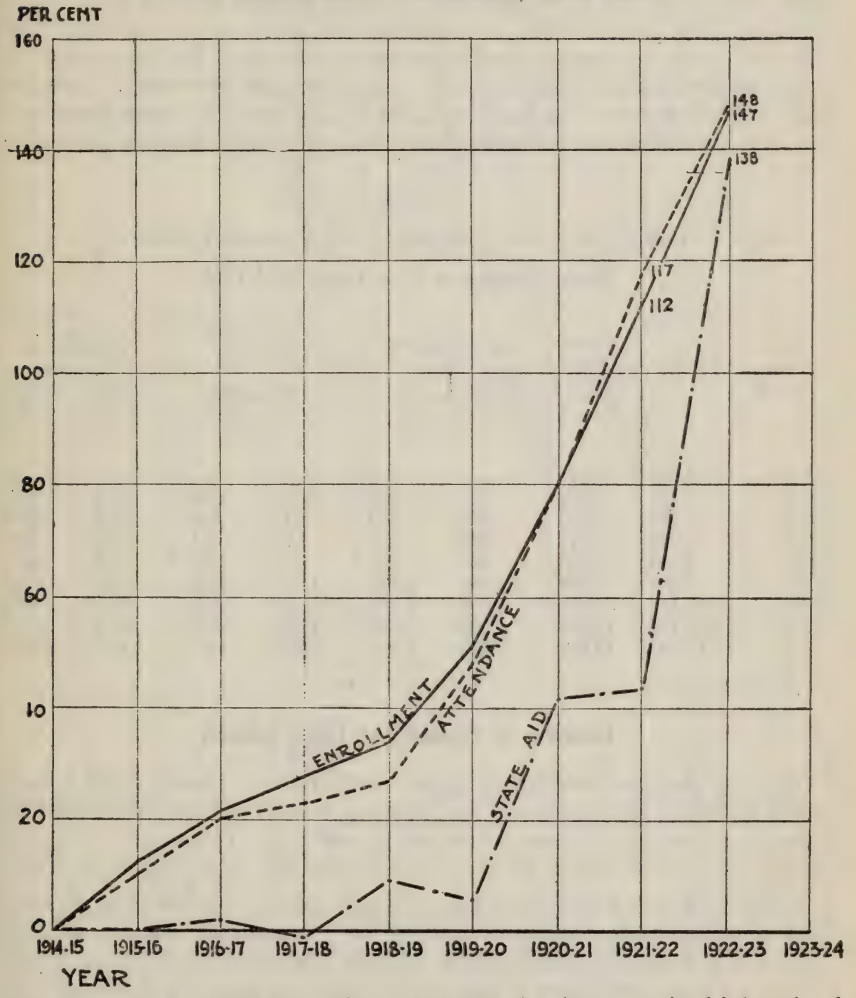


Phenomenal Development of High Schools

The phenomenal development of high schools which has taken place over the entire country is evident in Maryland. Over 15,000 pupils were enrolled and over 13,000 were in average attendance in our county

CHART G

PER CENT OF INCREASE IN HIGH SCHOOL ENROLLMENT AND ATTENDANCE AND IN STATE AID TO HIGH SCHOOLS IN MARYLAND COUNTIES, 1914-1923



high schools in 1922-23. Since 1914-15 the increase in high school enrollment has been nearly 150 per cent.. For every one hundred pupils enrolled in 1914-15, there are now nearly 250 enrolled and attending. (See Charts F and G.)

Relation of Increased High School Attendance to State Aid

High school education costs from two and one-quarter to three times as much as that in elementary schools. This is because of the smaller classes in the secondary schools, higher salaries on account of additional preparation required of teachers, and the relatively larger supply of books and equipment needed. State aid for high schools has never kept pace with the increased enrollment. Although the total appropriation for State aid to county high schools increased from $179,000 in 1922 to $303,750 in 1923, nevertheless the increase in State aid from 1914-15 (138 per cent) could not keep step with the constantly increasing demand for a high school education (148 per cent). Sufficient high schools to meet the needs of all who can profit by such training is the best investment a democracy can make for safeguarding its future.

TABLE 9.

ENROLLMENT AND ATTENDANCE IN APPROVED COUNTY HIGH SCHOOLS OF MARYLAND, 1914-1923

Year Ending July 31	Enrollment	Average Daily Attendance	Annual Increase		Per Cent. of Increase		Cumulative Per Cent. of Increase	
			Enrollment	Attendance	Enrollment	Attendance	Enrollment	Attendance
1915	6,213	5,276	----	----	----	----	----	----
1916	7,000	5,804	787	528	12.6	10.0	12.6	10.0
1917	7,567	6,327	567	523	8.1	9.0	21.8	19.9
1918	7,936	6,477	369	150	4.9	2.4	27.8	22.8
1919	8,302	6,685	366	208	4.6	3.2	33.6	26.7
1920	9,392	7,798	1,090	1,113	13.1	16.7	51.1	47.9
1921	11,188	9,483	1,796	1,685	19.1	21.6	80.0	80.0
1922	13,186	11,463	1,998	1,980	17.9	20.9	112.2	117.3
1923	15,335	13,078	2,149	1,615	16.3	14.1	146.9	148.0

Increase In Number of High Schools

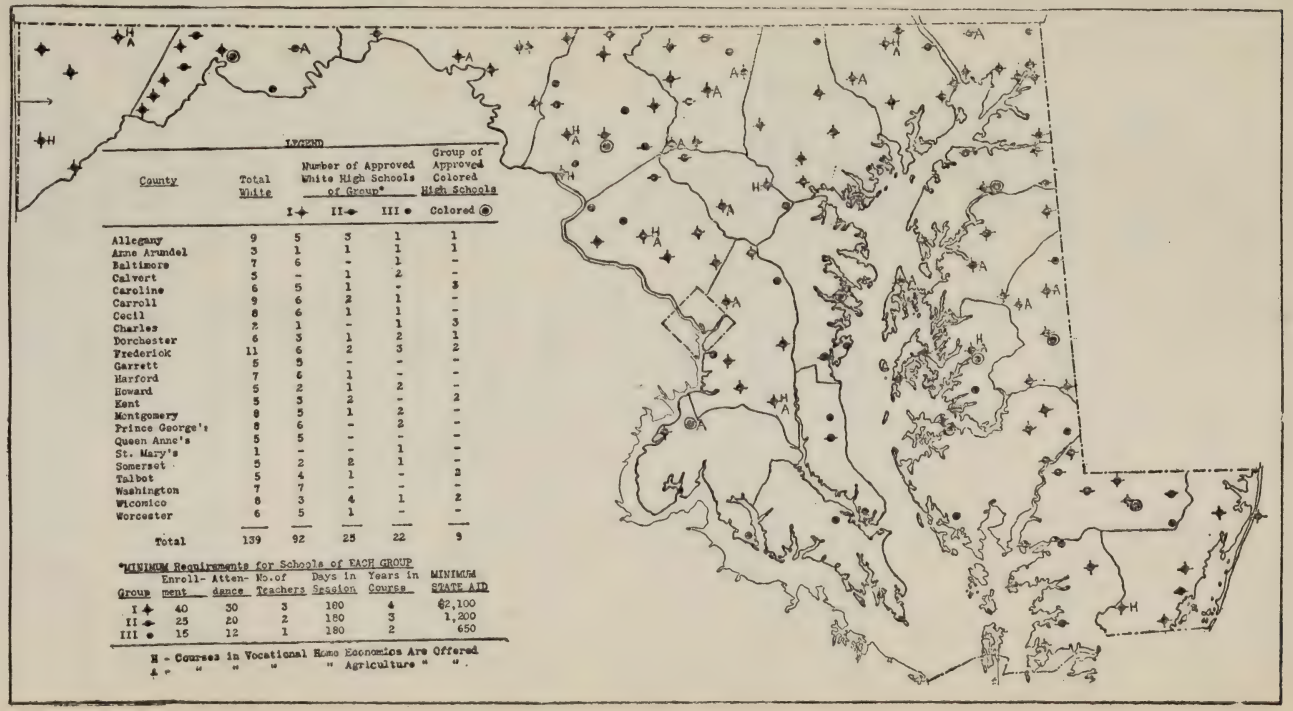
During the year ending in June, 1923, 15 new county high schools were added to the approved list, making a total of 148 approved high schools, of which 139 are white and 9 colored. The may on page 33 shows their distribution in the counties and the group of each school.

Of the white schools, 92 are first group schools, 25 are second group, and 22 third group schools. Three of the colored schools are first group, 4 are second group, and 2 are third group schools. (See legend on map giving minimum requirements for schools of each group.)

CHART H

MAP SHOWING LOCATION AND GROUP OF EACH APPROVED HIGH SCHOOL IN MARYLAND COUNTIES FOR SCHOOL YEAR ENDING IN JUNE , 1923

(Schools Offering Vocational Agriculture and Vocational Home Economics are shown and the minimum requirements for high schools of each group are given in the legend)



County	Total White	Number of Approved White High Schools of Group* I ✦	II ◂●	III ●	Group of Approved Colored High Schools Colored ◉
Allegany	9	5	3	1	1
Anne Arundel	3	1	1	1	1
Baltimore	7	6	-	1	-
Calvert	3	-	1	2	-
Caroline	6	5	1	-	3
Carroll	9	6	2	1	-
Cecil	8	6	1	1	-
Charles	2	1	-	1	3
Dorchester	6	3	1	2	1
Frederick	11	6	2	3	2
Garrett	5	5	-	-	-
Harford	7	6	1	-	-
Howard	5	2	1	2	-
Kent	5	3	2	-	2
Montgomery	8	5	1	2	-
Prince George's	8	6	-	2	-
Queen Anne's	5	5	-	-	-
St. Mary's	1	-	-	1	-
Somerset	5	2	2	1	-
Talbot	5	4	1	-	2
Washington	7	7	-	-	-
Wicomico	8	3	4	1	2
Worcester	6	5	1	-	-
Total	139	92	25	22	9

*MINIMUM Requirements for Schools of EACH GROUP

Group	Enrollment	Attendance	No. of Teachers	Days in Session	Years in Course	MINIMUM STATE AID
I ✦	40	30	3	180	4	$2,100
II ◂●	25	20	2	180	3	1,200
III ●	15	12	1	180	2	650

H - Courses in Vocational Home Economics Are Offered
✦ - " " " " " Agriculture " "

The following are new schools or schools which have changed their group:

TABLE 10.

New Schools	Group	County	Former Group	Schools Changing Group	New Group	County
Old Town	3	Allegany	3	Midland	2	Allegany
			2	Colored	1	Allegany
Shady Side	3	Anne Arun.	3	Tracey's Landing	2	Anne Arun.
			2	Colored	1	Anne Arun.
Shane	3	Baltimore	3	Prince Frederick	2	Calvert
			2	Sykesville	1	Carroll
Henderson	2	Caroline	3	Charles Carroll	2	Carroll
Colored	3	Caroline	3	New Windsor	2	Carroll
			2	Perryville	1	Cecil
Manchester	3	Carroll	2	George Biddle	1	Cecil
Mechanicsville	*	Carroll	3	Rising Sun	2	Cecil
			2	Crapo	3	Dorchester
Colored	3	Charles				
			3	Colored	2	Frederick
			3	New Market	2	Frederick
Vienna	2	Dorchester				
			2	Accident	1	Garrett
			2	Friendsville	1	Garrett
Wolfsville	3	Frederick	2	Grantsville	1	Garrett
Darlington	2	Harford	2	Slate Ridge	1	Harford
			2	Clarksville	1	Howard
Elk Ridge	3	Howard				
			2	Galena	1	Kent
			3	Millington	2	Kent
Germantown	3	Montgomery	3	Colored	2	Kent
			2	Fairland	1	Montgomery
Bowie	3	Prince Geo.				
			2	Church Hill	1	Queen Anne's
Hollywood	3	St. Mary's	3	Trappe	2	Talbot
			2	Tilghman	1	Talbot
Mt. Vernon	3	Somerset	2	Hancock	1	Washington
			3	Hebron	2	Wicomico
Cordova	*	Talbot				
			2	Ocean City	1	Worcester

*Not approved.

The Boys' High School and the Girls' High School of Frederick joined to form the Frederick High School.

Ten of the newly approved white high schools are third group schools and two are second group. There are two new approved colored high schools of the third group.

Ten white schools went from third to second group, and 14 from second to first group. Two colored schools went from third to second and two from second to first group. One school went from second to third group.

High School Work Not Up to Standard Eliminated

During the school year ending in June, 1923, there were 27 elementary schools on the Eastern Shore and in Anne Arundel and Harford counties offering one or more years of high school work which could not be approved. Since these schools could not meet the requirements of standard approved schools, the reduction in number to seven, two each in Harford, Somerset, and Wicomico, and one in Worcester, is an improvement for the school year 1923-24 worth noting. These seven schools have only 35 pupils enrolled and in all cases the parents of the pupils have been given due notice that credit for high school work may not be expected if any of these pupils seek admission to approved high schools in September, 1924.

Ratio of High School Attendance to Total Attendance

One of the best proofs of the increased use of high school facilities is the ratio that high school attendance bears to the total attendance in white schools. (See Chart I.) In the counties this ratio has increased steadily from 6.6 in 1915-16 to 13.4 in 1922-23. The increase is not confined to any locality, but has taken place in every county in the State. Comparative figures for 1921, 1922, and 1923 are available in Chart J, in which the counties are ranked according to the 1923 figures.* It will be noted that the Eastern Shore counties still stand at the top of the list.

There are colored high schools in nine of the counties.† One of the chief purposes of their establishment is the further education of the best elementary graduates for the work of teaching elementary schools in their home counties. Many of our colored elementary teachers must now be secured from normal schools outside of Maryland.§ This does not lead to the gathering of a stable teaching staff.

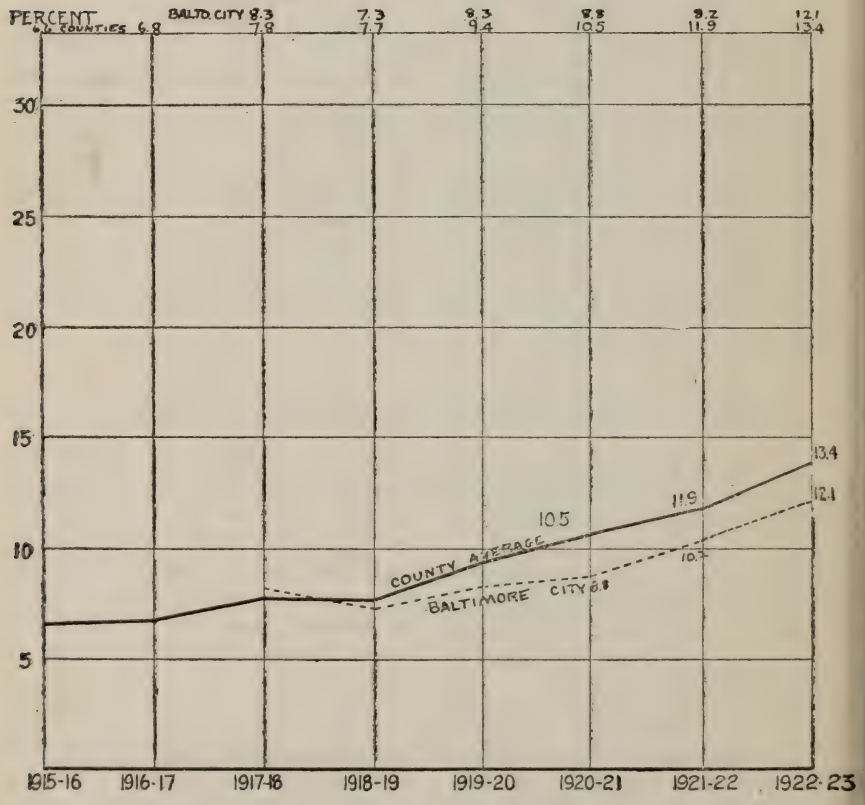
*Allegany and Washington appear to be out of order, because they have an eight-grade elementary school system, whereas the other counties have only seven grades.

† County average for colored schools, 1923, 1.7; Allegany, 13.5; Wicomico, 7.0; Dorchester, 5.0; Frederick, 4.7; Talbot, 2.8; Anne Arundel, 2.6; Kent, 2.4; Caroline, 1.8; Charles, 1.2.

§ See report on Bowie Normal School, pages 200-201.

CHART I

THE NUMBER OF PUPILS IN WHITE HIGH SCHOOLS FOR EVERY 100 WHITE PUPILS IN COUNTY SCHOOLS AND BALTIMORE CITY, 1916-1923



More Girls Than Boys In High Schools

In the elementary schools we have more boys than girls enrolled, but when we come to the high schools the situation is reversed. One index of the teaching efficiency of a high school and of the appeal of the courses offered is the ratio of boys to girls in the high school.

CHART J

Ratio of Attendance in White High Schools
to Attendance in All White Schools, by Counties

Counties	1921	1922	1923
County Average	10.5	11.9	13.4
Wicomico	16.8	18.4	19.8
Worcester	18.2	18.6	19.6
Talbot	13.4	14.8	18.8
Caroline	13.4	15.5	18.3
Queen Anne's	15.2	14.2	17.9
Dorchester	11.4	13.5	15.8
Frederick	12.7	14.3	15.5
Allegany	10.5	12.2	14.1
Kent	12.1	13.7	14.9
Harford	12.2	13.0	14.6
Somerset	11.9	13.2	14.4
Cecil	10.7	12.2	14.1
Calvert	5.8	12.9	13.8
Montgomery	10.3	11.3	13.4
Carroll	9.6	12.0	13.0
Washington	9.0	10.5	11.6
Prince George's	8.9	10.9	12.4
Howard	8.4	10.1	12.3
Baltimore	9.6	10.6	11.0
Anne Arundel	7.2	8.7	9.5
Garrett	5.8	6.9	8.7
Charles	3.8	5.8	5.8
St. Mary's	-	-	1.2
Baltimore City	8.8	10.2	12.1

In the counties this ratio is increasing slightly. There are now 75 boys to every 100 girls. About half of the counties show an increase for the past year. The counties are arranged in Chart K according to their rank in 1923. Washington and Frederick counties still lead the State in this respect. Somerset, Baltimore, Garrett, and Montgomery have made large gains.

An increase in men teachers of the best type and the extension of agricultural or part-time industrial work in the counties are two possible remedies for the conditions shown in this chart.

In the colored high schools which have been in operation only a short time, the ratio is naturally lower than in the white schools. Except in Frederick, Anne Arundel, and Allegany, the proportion of boys seems to be increasing.

CHART K

Ratio of Boys to Girls in White High Schools

Counties	1921	1922	1923
County Average	70.6	74.3	75.5
Washington	79.9	94.6	94.4
Frederick	90.6	85.5	93.3
Somerset	72.4	82.1	89.1
Baltimore	80.2	79.2	87.9
Garrett	65.8	76.5	84.6
Talbot	69.5	79.7	81.9
Charles	65.7	82.8	81.8
Cecil	73.4	85.0	80.6
Calvert	42.9	77.6	74.4
Carroll	66.5	72.0	74.4
Prince George's	69.3	74.8	74.4
Kent	54.4	68.5	71.8
Dorchester	70.4	78.6	70.9
Wicomico	66.2	72.5	70.1
Harford	56.3	66.2	69.3
Montgomery	59.2	63.7	68.5
Anne Arundel	71.2	75.5	68.2
Queen Anne's	67.9	61.8	64.6
Caroline	60.3	68.0	64.3
Howard	65.2	56.8	62.4
Allegany	63.5	61.9	61.6
Worcester	77.1	63.4	61.0
St. Mary's	-	-	50.0
Baltimore City		106.2	98.3

Colored High Schools, 1923: County average 51.0; Caroline, 72.7; Wicomico, 64.8; Charles, 63.6; Dorchester, 59.2; Frederick, 58.8; Talbot, 53.9; Anne Arundel, 38.1; Kent, 25.0; Allegany, 20.0.

HOT LUNCH SERVED DAILY AT OXON HILL ONE-TEACHER SCHOOL, PRINCE GEORGE'S COUNTY

Nearly Every Rural School in Prince George's County Serves a Hot Lunch

THE NUMBER OF SCHOOL DAYS

An increase in the number of school days appears in all types of schools—an increase of three days for white high schools, 4.2 days for white elementary schools, and 15.5 days for colored schools. The big increase for the colored schools was the result of the 1922 legislation increasing the required school year from 140 to 160 days. (See Chart L.)

Although the counties as a whole show improvement, and the average number of days in session is above the legal requirement, a few counties did not comply with the law in this respect. Somerset County white high schools, Garrett, Somerset, and Charles County white elementary schools; and St. Mary's, Montgomery, Charles, Anne Arundel, Kent, Howard, Dorchester, Wicomico, Worcester, and Calvert County colored schools were open fewer than the required number of days. These counties were counterbalanced by others which kept their schools open much longer than the State law required. (See Table 11.)

One-fifth of the white one-teacher schools and one-twelfth of the white two-teacher schools were open fewer than 180 days. The counties having schools open too few days are listed in Tables 12 and 13 in the order of the per cent of schools affected.

There are, of course, many unavoidable causes for this. Teachers are ill, or sometimes break their contracts without notification, and substitutes are not always available; the attendance is often too low to justify keeping the schools open; quarantine of the schools is occasionally necessary. Those counties which plan to keep their schools open more than the number of days required, however, have enough leeway so that even if unavoidable circumstances arise, the children can still attend the legal number of days.

Conditions are, of course, worse in the colored schools, especially since this is the first year of the operation of the new law increasing the year to 160 days. Forty per cent of the schools were open fewer than 160 days, and 6.6 per cent were open fewer than 140 days, which was the number formerly required.

CHART L

AVERAGE NUMBER OF DAYS COUNTY SCHOOLS WERE IN SESSION, 1917-1923

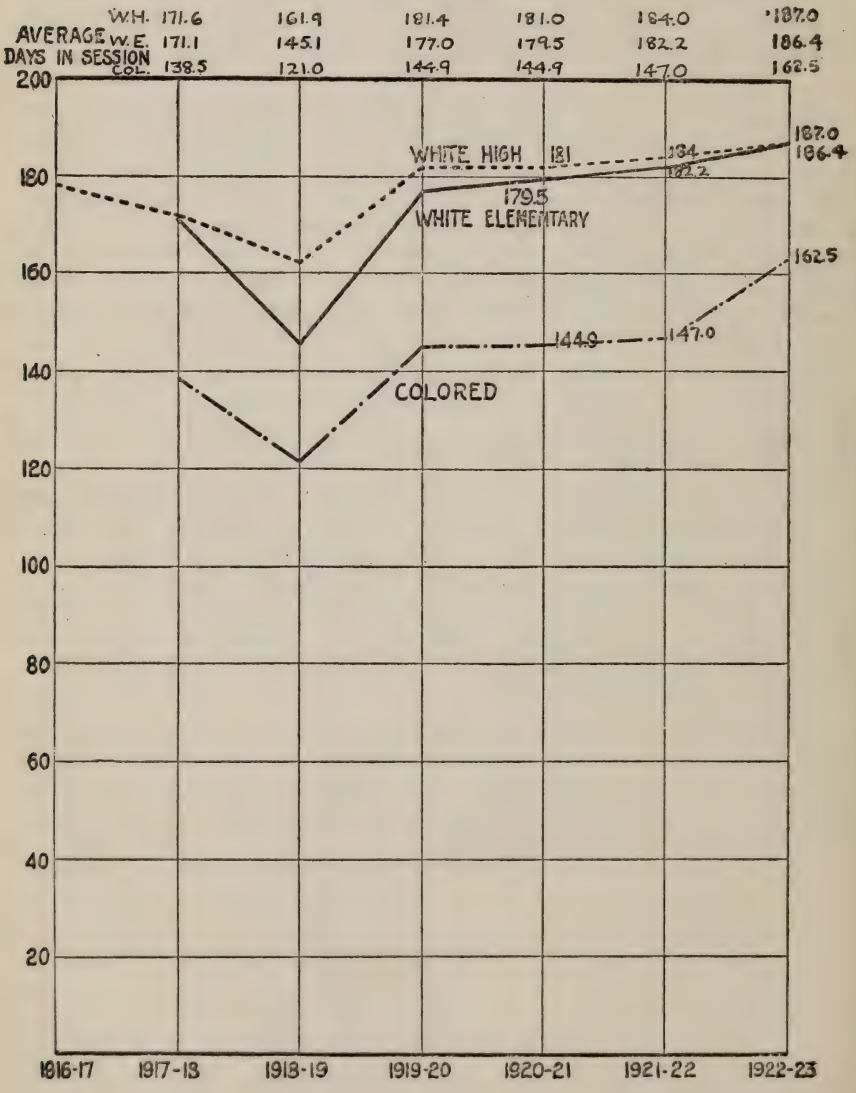


TABLE 11.

AVERAGE NUMBER OF DAYS SCHOOLS WERE OPEN, 1922-23

COUNTY	White High Schools	COUNTY	White Elementary and Junior High Schools	COUNTY	Colored Elementary Schools
County Average..	187.0	County Average..	186.4	County Average..	162.5
Harford	194.8	Harford	194.5	Cecil	189.5
Cecil	192.9	Queen Anne's.....	192.6	Allegany	189.2
Queen Anne's....	192.8	Cecil	192.1	Baltimore	187.9
Baltimore	192.0	Baltimore	191.6	Washington	180.1
Montgomery	189.9	Prince George's..	189.3	Carroll	175.7
Allegany	189.8	Montgomery	188.0	Prince George's..	171.2
Calvert	189.7	Allegany	187.9	Harford	170.5
Howard	189.2	Howard	187.7	Frederick	161.9
Caroline	188.2	Frederick	187.7	Queen Anne's.....	161.6
Wicomico	188.0	Wicomico	187.5	Talbot	161.4
Kent	187.0	Anne Arundel....	187.4	Somerset	161.0
St. Mary's.....	187.0	Kent	186.7	Caroline	160.4
Prince George's...	186.4	Talbot	185.3		
Anne Arundel....	185.9	Calvert	184.3	Calvert	159.1
Talbot	185.7	St. Mary's.....	184.1	Worcester	159.0
Charles	185.5	Caroline	183.7	Wicomico	158.9
Carroll	184.9	Carroll	183.3	Dorchester	157.5
Garrett	183.4	Dorchester	182.9	Howard	156.7
Washington	182.8	Washington	182.5	Kent	156.3
Worcester	182.5	Worcester	181.0	Anne Arundel....	155.4
Dorchester	182.5			Charles	155.1
Frederick	181.7	Charles	179.1	Montgomery	150.7
		Somerset	178.4	St. Mary's.....	147.3
Somerset	179.4	Garrett	177.1		
Baltimore City...	184.0	Baltimore City...	188.9	Baltimore City...	189.1
State Average....	186.0	State Average....	187.3	State Average....	172.4

*Colored High Schools: County Average, 171.5. Frederick 191, Allegany 190, Talbot 164, Carroll 161, Charles 161, Kent 161, Wicomico 157, Baltimore City 184. State Average 181.1.
See page 217 for counties arranged in alphabetical order.

TABLE 12.

NUMBER AND PER CENT OF WHITE ELEMENTARY SCHOOLS IN SESSION FEWER THAN 180 DAYS.

COUNTY	One Teacher Schools Open Fewer than 180 Days		160 Days	COUNTY	Two Teacher Schools Open Fewer than 180 Days.		COUNTY	Graded Schools Open Fewer than 180 Days.	
	Per Cent.	No.	No.		Per Cent.	No.		Per Cent.	No.
County Average.....	19.3	211	32	County Average.....	8.5	23	County Average.....	3.1	8
Cecil	2.0	1	..	Frederick	4.3	1	Baltimore	2.9	1§
Wicomico	2.4	1	..	Anne Arundel.....	8.3	1†	Montgomery	7.7	1
Anne Arundel.....	3.2	1	..	St. Mary's.....	12.5	1	Washington	13.6	3
Howard	3.2	1	..	Worcester	14.3	1	Somerset	33.3	3
Harford	3.8	2	..	Garrett	20.0	3			
Montgomery	5.1	2	..	Washington	21.0	4			
Baltimore	5.3	2	..	Charles	55.5	5			
Talbot	6.7	1	1	Somerset	75.5	6			
Frederick	8.3	8	..						
Prince George's.....	11.4	4	..						
Carroll	12.6	12	3						
Calvert	13.3	4	..						
St. Mary's.....	15.9	7	..						
Kent	16.7	4	..						
Allegany	20.0	10	1†						
Caroline	24.1	7	2						
Washington	25.6	20	1†						
Dorchester	29.2	14	1†						
Worcester	31.4	11	..						
Garrett	48.0	60	18*						
Somerset	50.0	15	1‡						
Charles	58.7	24	4						

*Seven schools closed for low attendance.
†Opened late.
‡Closed during December.
§Towson Training School of Maryland State Normal School.

TABLE 13.

NUMBER OF COLORED SCHOOLS IN SESSION FEWER THAN 160 DAYS.

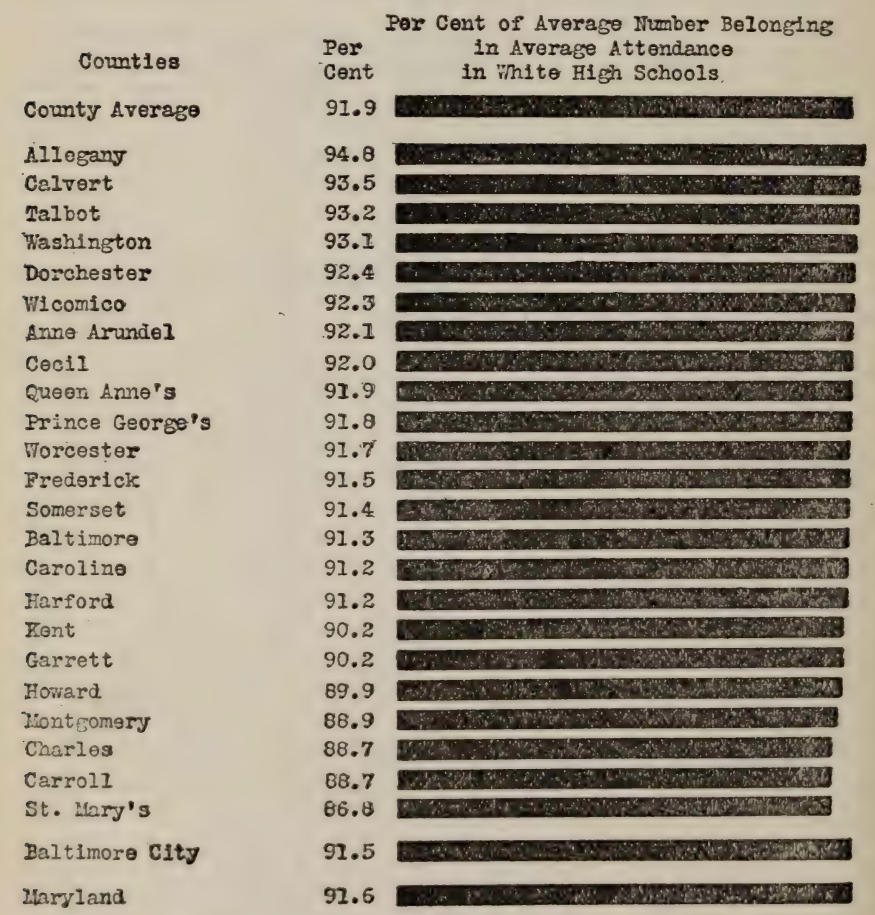
COUNTY	Per Cent. of Schools in Session Fewer than 160 Days	Number of Colored Elementary Schools in Session. Fewer than 160 Days	Fewer than 140 Days	Fewer than 120 Days
County Average	39.5	206	35	15
Baltimore	3.4	1	..	..
Queen Anne's	4.8	1	..	..
Harford	5.3	1	..	..
Cecil	7.1	‡1	..	..
Prince George's	9.8	4	1	..
Carroll	10.0	1	1	1
Washington	11.1	§1	..	..
Frederick	19.2	5	2	*1
Talbot	22.8	5	1	1
Calvert	23.8	5	..	..
Somerset	24.1	7	..	..
Caroline	35.0	7	..	..
Worcester	40.0	10	1	1
Wicomico	45.0	9	..	..
Charles	46.9	15	4	‡§3
Dorchester	48.8	20	5	‡§3
Howard	57.1	8	..	..
Kent	58.4	14	2	§1
Montgomery.	75.7	25	5	§2
Anne Arundel	90.3	37	*6	*†1
St. Mary's	100.0	29	7	1

*Opened late.
†New Building.
‡Closed for low attendance.
§Closed early.

PER CENT OF ATTENDANCE

During the school year ending in June, 1923, for every one hundred children belonging to the school* on the average, 92 were in average attendance in white county high schools, 84 in white elementary schools, and 76 in colored elementary schools. Comparable figures for previous years on this same basis are not available. It is interesting to note that the high schools are as much ahead of the elementary schools (8 per cent) as the white elementary are ahead of the colored elementary schools. (See Charts M, N and O and page 218. For individual high schools see pages 232-237.)

CHART M



* A child belongs to the school from the date of his entrance to the date of his permanent withdrawal, possible only when he has the legal right to withdraw.

CHART N

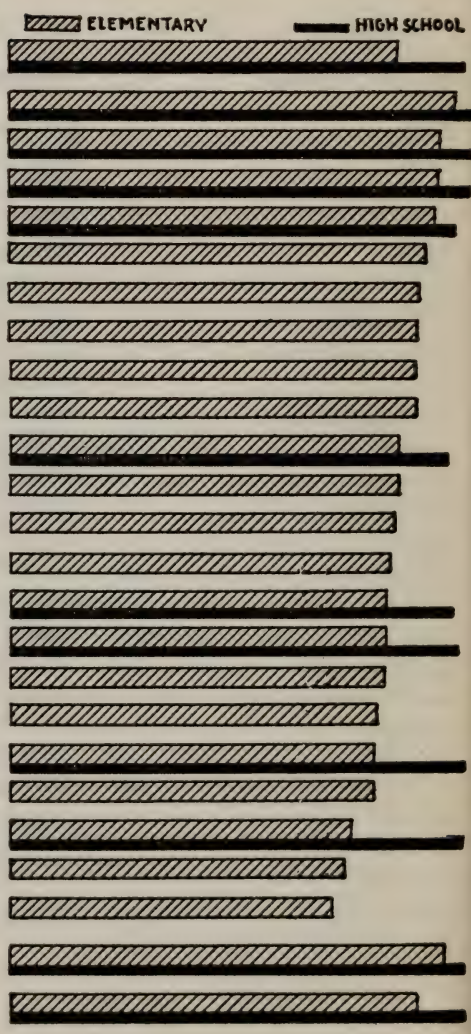
Per Cent of Average Number Belonging in Average Attendance in White Elementary Schools

Counties	Per Cent
County Average	84.2
Allegany	89.0
Kent	86.7
Caroline	86.5
Wicomico	86.5
Talbot	85.8
Queen Anne's	85.4
Washington	84.9
Prince George's	84.9
Cecil	84.8
Anne Arundel	84.5
Harford	84.5
Howard	84.0
Baltimore	84.0
Garrett	83.9
Frederick	83.6
Worcester	83.5
Somerset	83.3
Montgomery	81.9
Dorchester	81.2
Calvert	79.9
Charles	79.5
Carroll	79.4
St. Mary's	74.5
Baltimore City	89.8
Maryland	86.7

CHART O

Per Cent of Average Number Belonging in Average Attendance in Colored Elementary and High Schools

Counties	Elementary	High
County Average	76.2	89.3
Allegany	87.4	93.5
Wicomico	84.8	90.5
Frederick	84.6	90.5
Talbot	84.3	87.3
Washington	81.7	-
Montgomery	80.8	-
Somerset	80.5	-
Worcester	80.1	-
Harford	79.9	-
Caroline	76.4	85.6
Prince George's	76.4	-
Baltimore	75.4	-
Cecil	74.4	-
Kent	73.4	86.3
Dorchester	73.2	87.4
Queen Anne's	73.1	-
Carroll	72.0	-
Anne Arundel	71.2	88.9
Howard	71.0	-
Charles	66.8	88.4
Calvert	65.3	-
St. Mary's	62.9	-
Baltimore City	87.0	88.8
Maryland	79.9	88.9



Allegany leads the counties in all except the rural schools. Attendance in Baltimore City is higher than in the majority of the counties except in white high schools. In the latter schools Baltimore City ranks with the median county.

There is a difference in per cent of attendance between the highest and lowest counties of 8 per cent in white high schools, 15 per cent in white elementary schools, and 25 per cent in colored schools.

Good attendance is more easily secured in cities or towns where transportation facilities are available over good roads than in the rural sections not so well provided. Allegany County, which ranks high, has a very large proportion of its pupils in the large graded schools of Cumberland, while other counties have larger numbers of children living in more or less rural communities with small one- and two-teacher schools available and road conditions varying from bad to good. While these different physical conditions are factors, they can not wholly explain the wide variations existing in attendance.

Health conditions in the counties have much to do with the prevalence of sickness and epidemics. The counties having an efficient nurse at work should in the long run do such preventive work and encourage health education to the extent that children will not need to lose as much time as they do at present for preventable sickness.

The sentiment of the community toward education is, however, a controlling factor in influencing parents to keep their children in school while it is in session. An efficient, well-trained teacher who has the interest and love of her pupils can accomplish much if she has the co-operation of parents who are anxious to have their children take advantage of the opportunity for an education at the time it is offered to them.

Caroline County, for example, has put into effect a flexible schedule of school hours during the spring and fall months, which will aid the farmers to sow and harvest their crops but also leave time for school work. Each teacher finds out how the school schedule can fit in best with the train schedule and the necessity of having farm products ready for the train. The parents and the teacher can thus come to a reasonable agreement which will meet the needs of both. Caroline County leads the State in per cent of attendance in one-teacher schools. This flexible schedule may be one factor in giving Caroline County this position.

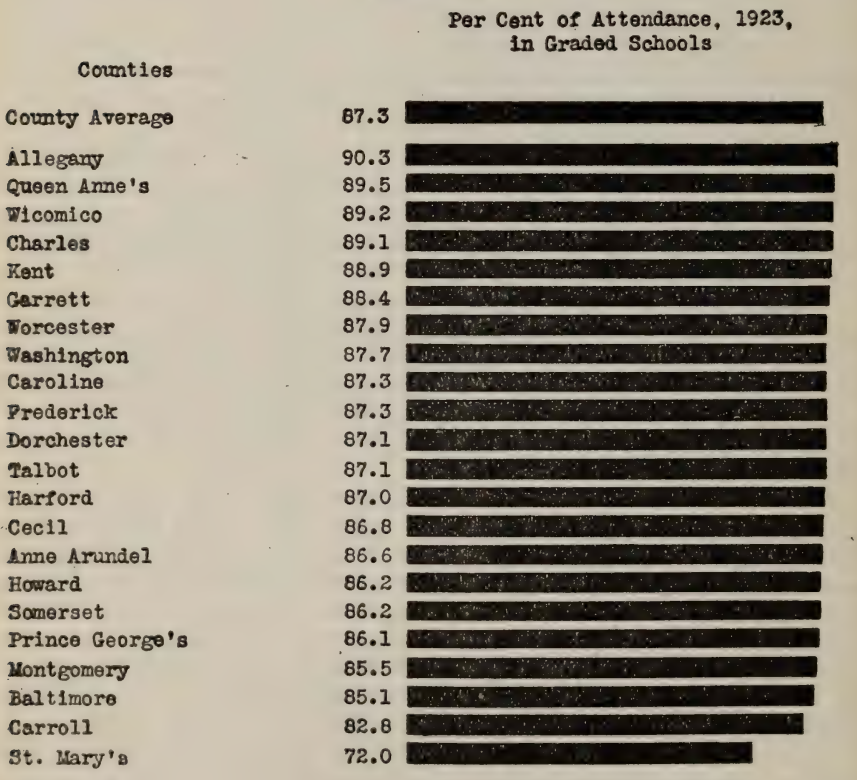
An efficient, well-trained teacher who has to deal with parents not interested in the ultimate welfare of their children but exploiting them for the products of their labor, can not get the best results in such a community until she has done a missionary job in converting her patrons to the value of education. The attendance officer and courts must back her up in the enforcement of the law.

A poor teacher without training and without real interest in the children can do little to convince parents that the children are better off in school than at work. The need for improving attendance is still

another reason for securing teachers with professional interest in their work and with a love for children.

The per cent of attendance is 8 per cent higher in the larger schools than in the one-teacher schools. In the white one-teacher schools it is only 79.4, in the two-teacher schools 82.2, and in the larger schools it is 87.3 per cent. In only four counties—Talbot, Howard, Baltimore, and Somerset—is attendance in two-teacher schools poorer than in one-teacher schools, and in only one—St. Mary's—is it poorer in the graded than in one- and two-teacher schools. (See Charts P and Q and page 218.)

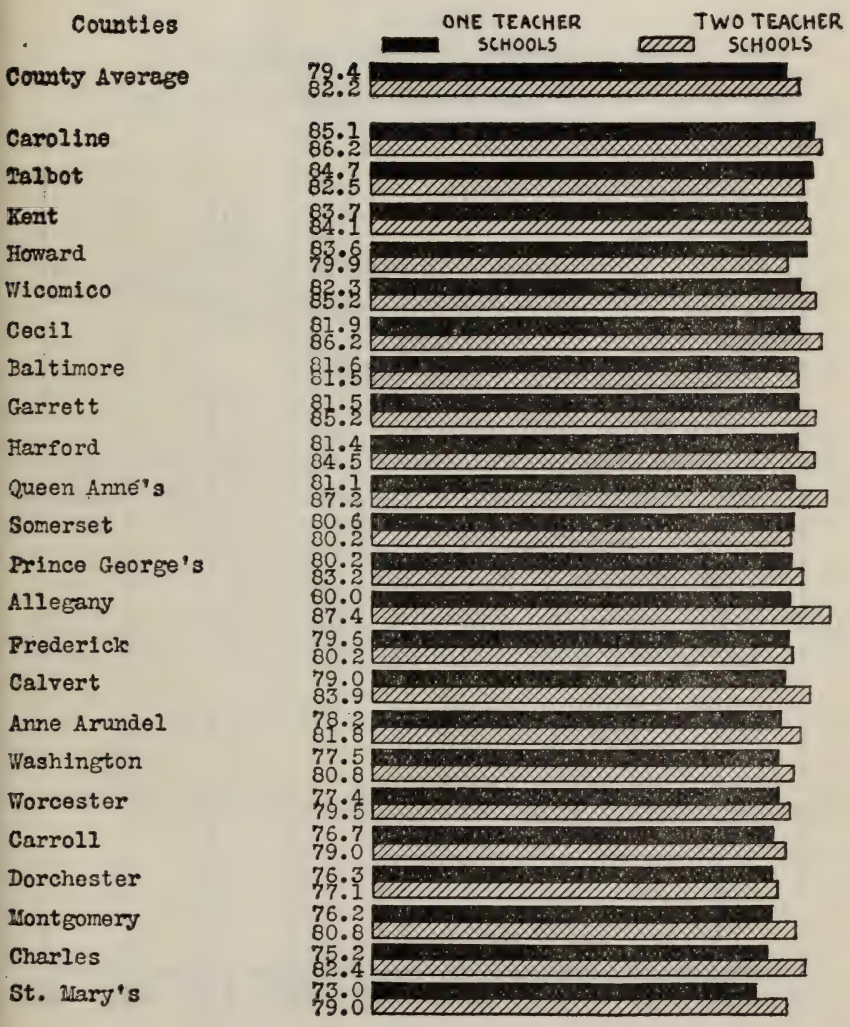
CHART P



All except five counties* reported their per cent of attendance by months. The summary of the figures for white schools shows that attendance was highest in September and decreased each month until February, after which it improved until the end of the year, never,

CHART Q

Per Cent of Attendance, 1923, in

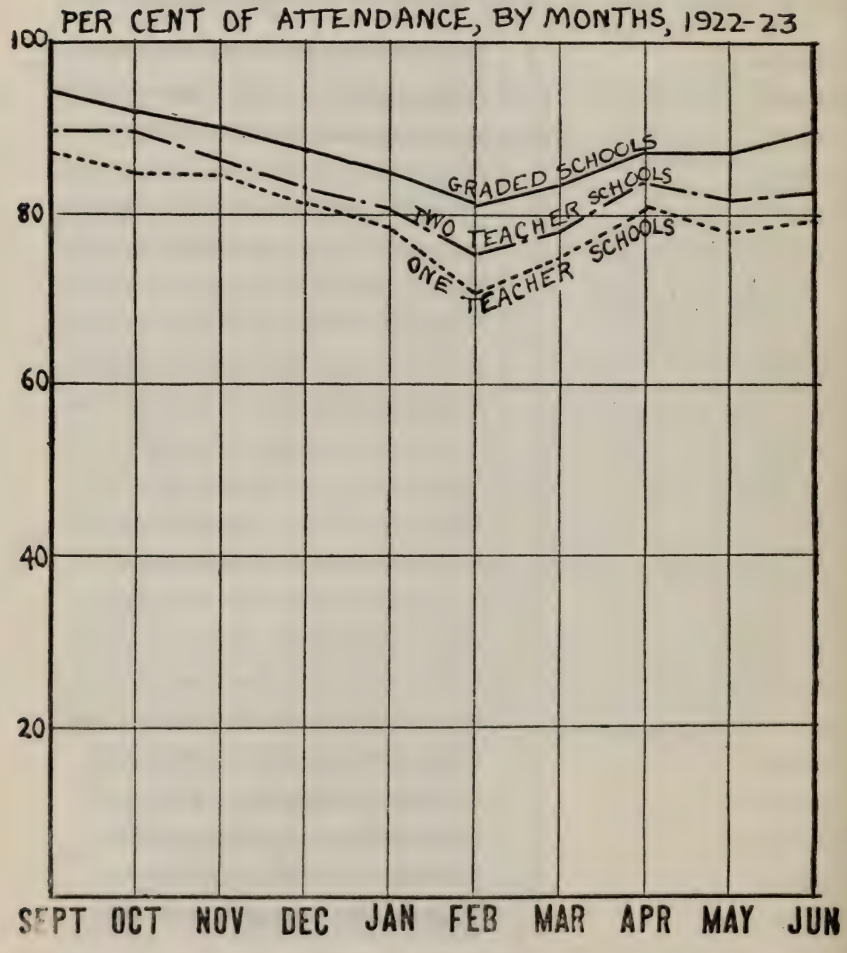


however, reaching the high point of the first three months of the year. (See Chart R.)

Without exception during each month the per cent of attendance in graded schools was higher than that in one-teacher schools. Higher standards should, therefore, be held before the graded schools—probably 87.5 per cent; 83 per cent for the two-teacher schools; and 80 per cent for the one-teacher schools. Attempts should be made to improve attendance during the winter months.

CHART R

MARYLAND COUNTY WHITE SCHOOLS



* Caroline, Carroll, Queen Anne's, Talbot and Worcester.

TABLE 14.

PER CENT OF ATTENDANCE BY MONTHS IN EIGHTEEN MARYLAND COUNTIES

(School Year Ending in June, 1923)

MONTHS	Per Cent of Attendance in White Schools					Per cent of Attendance in Colored Schools	
	One Teacher Schools	Two Teacher Schools	Graded Schools	All Elementary Schools	High Second	Elementary Schools	High Schools
September	86.7	89.9	94.0	91.6	95.2	94.8	93.8
October	84.4	87.5	91.4	88.9	92.3	81.0	91.1
November	84.5	86.1	90.0	87.8	93.1	79.5	90.2
December	81.5	83.4	87.1	85.1	91.0	73.2	87.7
January	78.4	80.5	84.9	82.3	91.1	80.6	87.7
February	70.8	75.0	81.1	77.2	87.9	66.4	82.9
March	74.5	77.8	83.7	80.2	89.6	71.5	88.7
April	80.6	83.5	86.9	84.6	91.8	76.2	91.2
May	77.8	81.5	87.0	83.6	92.1	75.6	89.5
June	78.8	82.4	89.5	85.5	94.9	80.0	87.5
All Counties—Entire year	79.4	82.2	87.3	84.2	91.7	76.2	89.3

PERSISTENCE THROUGH HIGH SCHOOL

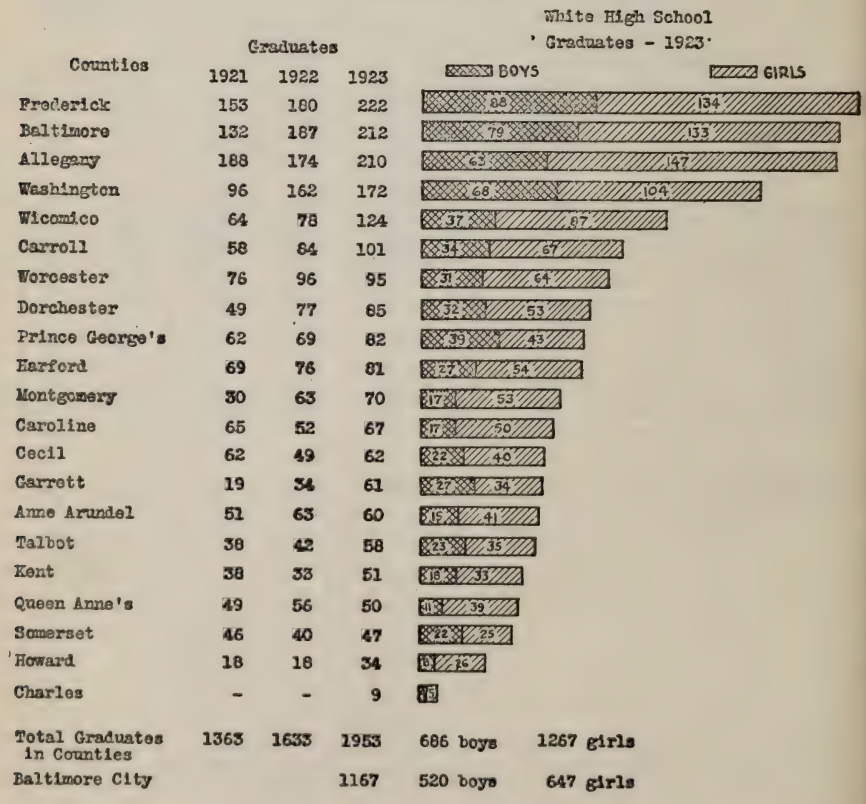
County White High Schools Graduate Nearly 2,000 Pupils

The number of graduates from county high schools for the past three years has been increasing about twenty per cent a year, the increase over last year being 320, making the total 1,953. Of these, 686, or just over one-third, are boys.

Charles County sent out its first graduating class of nine pupils this year. Every county increased the number of graduates except Queen Anne's, Anne Arundel, and Worcester. (See Chart S and for individual high schools, pages 238-243.)

Baltimore City had 1,167 graduates, of whom 520 were boys and 647 girls.

CHART S



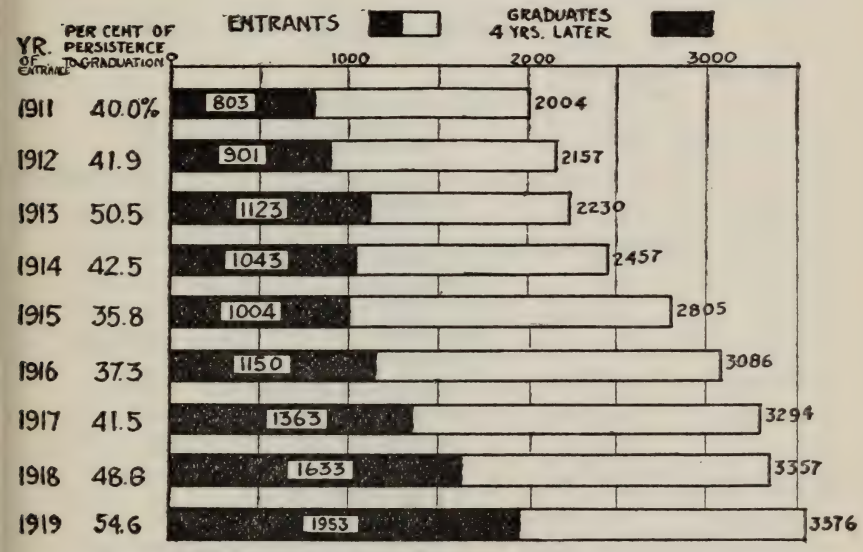
Counties	Graduates 1921	1922	1923	Boys	Girls
Frederick	153	180	222	88	134
Baltimore	132	187	212	79	133
Allegany	188	174	210	63	147
Washington	96	162	172	68	104
Wicomico	64	78	124	37	87
Carroll	58	84	101	34	67
Worcester	76	96	95	31	64
Dorchester	49	77	85	32	53
Prince George's	62	69	82	39	43
Harford	69	76	81	27	54
Montgomery	30	63	70	17	53
Caroline	65	52	67	17	50
Cecil	62	49	62	22	40
Garrett	19	34	61	27	34
Anne Arundel	51	63	60	19	41
Talbot	38	42	58	23	35
Kent	38	33	51	18	33
Queen Anne's	49	56	50	11	39
Somerset	46	40	47	22	25
Howard	18	18	34	8	26
Charles	-	-	9	0	9
Total Graduates in Counties	1363	1633	1953	686 boys	1267 girls
Baltimore City			1167	520 boys	647 girls

High Schools Are Holding More Pupils Through School

The holding power of the high schools was greater in 1922-1923 than at any previous time, and six per cent greater than the previous year. The first year enrollment in September, 1919, was 3,576. The graduates in June, 1923, numbered 1,953, making a persistence to graduation of 54.6 per cent. The closest approach to this holding power for the white high schools was for the class graduating in 1917, which held 50.5 per cent of the enrollment which entered in 1913. (See Chart T.)

CHART T

PERSISTENCE OF FIRST YEAR WHITE HIGH SCHOOL CLASSES OF 1911-1919 TO GRADUATION, 1915-1923, IN MARYLAND COUNTIES



The percentage of survival of pupils through high school was greater than for the previous year in every county except Washington, Queen Anne's, Worcester, and Harford. The most notable gains in per cent of persistence were made in Howard, Carroll, Garrett, and Kent counties, ranging from 29 to 16 per cent. (See first three columns on Chart U.)

Girls Stay in High School Longer Than Boys

Two-thirds of the girls on the average stayed on to graduate in 1923, while only 44 per cent of the boys remained through school. In Queen Anne's 22 boys per hundred stayed on to graduate, while in Kent nearly 60 per cent stayed on through high school. Kent held 97 per cent of its girls in contrast with only 46 in Harford. (See black bars on Chart U for boys and shaded bars for girls.)

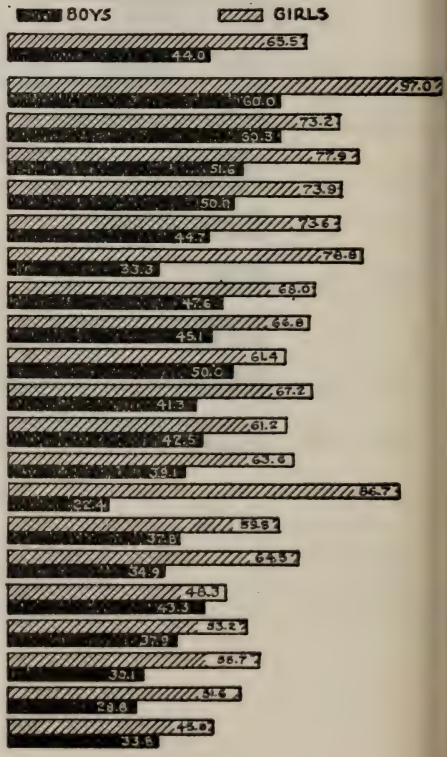
Can the high schools account for these wide variations? What are the factors? Traditions in the community, the influence of the teachers, the degree to which the courses offered meet the needs of the community, the opportunity young people have to get work,—are these worth investigating?

CHART U

WHITE HIGH SCHOOLS—MARYLAND COUNTIES

Per Cent of Persistence to Graduation

Counties	1919-1920 First Year Enrollment	1922	1923
County Average	3576	48.6	54.6
Kent	64	63.4	79.7
Frederick	329	61.0	67.5
Dorchester	130	56.2	65.4
Garrett	100	43.6	61.0
Carroll	167	41.8	60.5
Howard	57	30.5	59.6
Washington	296	61.3	58.1
Baltimore	374	54.7	56.7
Talbot	103	50.0	56.3
Anne Arundel	107	48.9	56.1
Montgomery	126	54.8	55.6
Allegany	392	42.0	53.5
Queen Anne's	94	56.6	53.2
Worcester	189	53.6	50.3
Cecil	125	40.5	49.6
Prince George's	179	40.6	45.8
Somerset	105	35.7	44.8
Wicomico	285	40.2	43.5
Caroline	156	37.4	43.0
Harford	198	44.0	40.9



High School Graduates Enter Normal Schools.

The Maryland State normal schools attracted 290 girls and 21 boys who graduated from white high schools in 1923. This means that 23 of every 100 girls and 3 of every 100 boys who graduated from high schools are preparing to teach in our elementary schools. While the proportion is not so large as the previous year, the number is larger. The limited dormitory facilities available at Towson and Frostburg probably have had some effect in keeping down the normal school enrollment.

The number and per cent of graduates who entered normal schools in 1923 for each county are shown in Chart V, and for each individual high school in Table XXII, pages 238 to 243. (See Map, page 195.)

CHART V

WHITE HIGH SCHOOL GRADUATES ENTERING MARYLAND NORMAL SCHOOLS, 1922 AND 1923

White Girl High School Graduates Entering Maryland Normal Schools

Counties	Number 1922	Number 1923	Per Cent 1922	Per Cent, 1923
County Average	286	290	27.7	27.5
Charles	-	4	-	50.0
Allegany	65	55	50.0	37.4
Worcester	17	23	32.1	35.9
Queen Anne's	19	13	50.0	33.3
Wicomico	18	25	34.6	28.7
Dorchester	5	14	12.8	28.4
Caroline	14	13	38.9	28.0
Prince George's	4	11	9.3	25.6
Cecil	3	10	10.7	25.0
Harford	13	13	23.2	24.1
Baltimore	22	32	19.5	24.1
Somerset	8	5	34.8	20.0
Kent	4	6	17.4	18.2
Anne Arundel	5	7	12.2	17.1
Washington	28	17	27.7	16.3
Howard	5	4	38.5	15.4
Garrett	12	5	48.0	14.7
Montgomery	14	7	28.6	13.2
Frederick	14	17	14.0	12.7
Carroll	8	7	16.7	10.5
Talbot	8	2	34.8	5.3
Calvert	-	-	-	0
St. Mary's	-	-	-	0

White Boy High School Graduates Entering Maryland Normal Schools

Counties	No. 1922	No. 1923	% 1922	% 1923
County Average	24	21	4.0	3.4
Queen Anne's	-	1	-	9.1
Allegany	-	5	-	7.9
Caroline	-	1	-	3.8
Carroll	3	2	8.3	5.9
Washington	7	4	11.5	5.9
Baltimore	3	4	4.1	5.1
Cecil	2	1	9.5	4.5
Harford	1	1	5.0	4.3
Dorchester	-	1	-	3.6
Frederick	4	1	5.0	3.1
Worcester	4	-	9.3	0

Non-Promotion and Withdrawals in High Schools.

All pupils in white high schools were considered not promoted if they did not make the full number of credits for each year. It is admitted that it would be preferable to get data of failures by subjects rather than to use the arbitrary basis below, and in another year it may be possible to do so.

YEAR	NUMBER OF CREDITS EARNED Determining Promotion or Non-Promotion	
	Not Promoted	Promoted
I	0– 3	4
II	4– 7	8
III	8–11	12
IV	12–15	16

On the basis above, 27 out of each 100 white high school pupils enrolled who did not withdraw by transfer or death were not promoted through failure to complete all their subjects satisfactorily or because they withdrew from school to work or for other reasons. In the first year there were more failures and withdrawals—37 for each 100 pupils. After that they decrease each year—30 in the second, 20 in the third, and 6 in the fourth year for each 100 pupils. Pupils who are not capable of or interested in the work drop out and those who remain to the later years are found doing more satisfactory work.

The counties are arranged in Table 15 in the order of the per cent of all white high school pupils not promoted for unsatisfactory work or withdrawal, and the per cent of non-promotions for each year are also given. On pages 238 to 243 the figures for each high school are given.

TABLE 15—PER CENT OF WHITE HIGH SCHOOL PUPILS NOT PROMOTED IN 1923, BY YEARS

COUNTY	YEAR				Total
	I	II	III	IV	
County Average	36.6	29.7	20.3	6.0	27.2
Charles	20.0	20.0	0	0	15.9
Talbot	28.1	11.2	10.8	4.9	16.7
Anne Arundel	33.9	13.3	19.8	3.2	20.8
Carroll	32.2	19.8	17.0	8.2	22.3
Cecil	36.7	20.1	9.0	4.6	23.3
Baltimore	31.4	30.1	15.8	3.6	23.8
Somerset	28.9	28.1	20.7	7.8	24.3
Frederick	33.1	26.5	23.7	5.1	24.7
Washington	27.9	33.9	21.5	5.0	24.7
Queen Anne's	40.7	30.3	10.5	7.4	27.0
Wicomico	37.8	29.4	21.6	6.8	28.1
Worcester	37.1	35.4	16.0	15.2	28.8
Allegany	39.6	31.2	23.3	3.7	29.4
Calvert	34.5	26.8	25.0	—	29.6
Caroline	44.2	26.8	20.7	0	29.6
Howard	31.6	39.7	27.7	5.6	29.8
Montgomery	40.5	33.8	23.4	9.1	31.1
Garrett	38.1	43.0	21.3	4.7	31.8
Dorchester	47.0	29.0	21.5	7.6	32.1
Prince George's	43.3	39.3	17.9	8.9	33.3
Harford	43.8	35.7	29.6	6.9	33.8
Kent	47.2	48.2	25.8	5.6	34.4
St. Mary's	53.4	16.7	—	—	42.9

GRADUATES OF ELEMENTARY SCHOOLS

There were 7,336 graduates of the white elementary schools in 1923, of whom 4,136 were girls and only 3,200 boys. A total of 4,658 of these graduates are from the graded schools, 1,143 from the two-teacher schools, and 1,535 from the one-teacher schools. There were 987 graduates from the colored elementary schools.

If all children received regular promotions and continued through school to graduation and the population were not increasing, the maximum percentage of graduates possible to the total elementary school enrollment with a seven-grade elementary course would be 14.3, and with an eight-grade course 12.5. For every 100 elementary pupils enrolled in Maryland counties in the various types of schools in 1923, there were the following graduates:

TABLE 16

Type of School	Per Cent. of Graduates to Total Enrollment		
	Boys	Girls	Total
White one-teacher schools.....	3.8	6.5	5.1
White two-teacher schools.....	5.9	8.2	7.0
White graded schools.....	7.5	9.6	8.5
All white elementary schools.....	6.1	8.5	7.2
All colored elementary schools.....	2.3	4.3	3.3

Of the white schools, those having one teacher make the poorest record, and the graded schools have the largest proportion of graduates. To a certain extent, this may be due partially to the fact that children staying on to graduate, who intend entering high school, may transfer from the one-teacher schools and travel greater distances to obtain the advantage of a graded school for the work of the upper grades.

Carroll County is a good illustration of this condition, for there are only six grades in most of the one-teacher schools.

Another significant fact which is evident is that more girls than boys remain to graduate from the elementary schools. With very few exceptions (7), this is true throughout the counties for all types of schools.

In the individual county the range among boys in the per cent of white graduates to total white enrollment is from 4 per cent in Washington to 8.2 per cent in Montgomery, and among girls from 5.5 per cent in Washington to 11 per cent in Howard. (See Table 17.)

The proportion of pupils who can be held until graduation from an elementary school is one test of the holding power and efficiency of a school system.

COUNTY	NUMBER OF ELEMENTARY SCHOOL GRADUATES IN 1923										PER CENT ELEMENTARY SCHOOL GRADUATES ARE OF TOTAL ELEMENTARY SCHOOL ENROLLMENT, 1923									
	White One Teacher Schools		White Two Teacher Schools		White Graded Schools		All White Elementary Schools		Colored Elementary Schools		White One Teacher Schools		White Two Teacher Schools		White Graded Schools		All White Elementary Schools		Colored Elementary Schools	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Total	608	927	501	642	2,091	2,567	3,200	4,136	350	637	3.8	6.5	5.9	8.2	7.5	9.6	6.1	8.5	2.3	4.3
Allegany	13	18	8	16	256	326	277	360	1	5	2.2	3.5	1.8	3.7	6.2	8.4	5.4	7.2	.7	3.8
Anne Arundel	6	7	17	23	74	119	97	149	5	2	1.5	1.9	5.1	8.0	4.6	7.4	4.1	6.6	.4	.1
Baltimore	*49	*65	*82	*106	*383	*408	*514	*579	*62	*95	*6.7	*9.7	*6.0	*8.4	*8.6	*10.1	*7.9	*9.7	*6.9	*10.3
Calvert	24	39	12	14	—	—	36	53	8	20	5.5	9.2	14.5	15.2	—	—	7.0	10.5	1.2	3.3
Caroline	25	29	13	14	70	87	108	130	14	17	5.6	7.7	5.3	7.1	8.3	13.0	7.0	10.5	2.2	3.1
Carroll	5	12	23	41	108	157	136	210	6	15	.3	.9	5.9	12.3	9.8	15.0	4.6	7.8	2.9	7.0
Cecil	43	56	19	27	44	73	106	156	7	17	6.5	10.0	7.9	12.1	6.0	10.0	6.5	10.3	2.9	6.1
Charles	30	49	13	21	10	10	53	80	13	42	5.7	11.8	4.5	8.2	9.1	8.4	5.7	10.1	1.5	4.8
Dorchester	31	74	54	27	48	52	133	153	20	29	5.1	11.9	15.0	9.8	6.5	7.2	7.8	9.5	2.2	3.3
Frederick	46	77	37	35	175	239	258	351	25	33	3.0	5.6	6.3	6.6	8.6	11.8	6.2	8.9	4.4	6.1
Garrett	43	105	38	45	38	41	119	191	—	—	2.8	7.0	8.3	9.7	7.5	8.9	4.8	7.9	—	—
Harford	39	38	23	47	76	84	138	169	18	30	4.8	5.6	5.5	11.3	9.1	11.4	6.7	9.2	4.1	6.7
Howard	33	42	12	13	34	46	79	101	4	12	6.7	10.9	5.9	8.1	8.6	12.4	7.2	11.0	1.0	3.1
Kent	9	10	5	4	22	41	36	55	4	15	4.0	4.2	4.2	3.2	4.8	8.8	4.5	6.6	.7	2.7
Montgomery	38	43	33	37	110	117	181	197	13	38	5.5	7.2	7.6	9.2	10.2	11.1	8.2	9.6	1.4	4.3
Prince George's	33	39	32	31	167	169	232	239	30	64	6.0	8.1	6.0	5.9	8.5	9.4	7.6	8.5	2.4	4.8
Queen Anne's	25	35	8	25	25	28	58	88	3	10	5.5	8.3	3.7	13.0	6.9	8.7	5.6	9.4	.6	2.0
St. Mary's	31	51	15	18	3	4	49	73	4	15	4.2	8 0	5.3	7.1	4.8	6.2	4.5	7.7	.6	2.2
Somerset	26	28	19	20	39	61	84	109	47	67	5.3	6.5	7.7	8.0	5.4	8.3	5.7	7.7	4.6	6.3
Talbot	6	11	4	15	78	63	88	89	17	32	2.8	5.9	2.1	8.0	11.8	10.6	8.3	9.2	2.6	5.1
Washington	7	27	15	32	184	226	206	285	7	7	.6	2.5	2.3	5.2	5.4	6.6	4.0	5.5	4.1	3.7
Wicomico	36	50	14	24	71	114	121	188	28	52	6.0	8.5	6.8	11.6	6.5	11.1	6.1	10.3	3.5	6.7
Worcester	10	22	5	7	76	102	91	131	14	20	2.1	4.9	2.2	3.8	9.9	14.3	6.2	9.7	1.5	2.0

*Includes pupils promoted in grades seven and eight.

NON-PROMOTIONS IN ELEMENTARY SCHOOLS

Over 22,000 white pupils and 10,000 colored pupils in county elementary schools were not promoted in 1923. This means that for every 100 pupils enrolled, excluding withdrawals by transfer or death, 22 white pupils and 36 colored pupils were not considered by their teachers ready to take up work of the grade above the one in which they were enrolled during the year ending in June, 1923.

In every type of school the boys not promoted outnumbered the girls, and the chances for failure in the one-teacher schools were 50 per cent greater than in the graded schools.

TABLE 18.

Type of School	Number Not Promoted		Per Cent. Not Promoted	
	Boys	Girls	Boys	Girls
White one-teacher schools	5,188	3,379	32.6	23.5
White two-teacher schools	2,342	1,439	27.5	18.3
White graded schools	5,905	3,768	21.1	14.1
All white elementary schools	13,435	8,586	25.6	17.5
Colored elementary schools	5,722	4,616	38.3	31.1

The per cent of pupils who failed in each type of school in each county is shown in Table 19, and on the right of the page the ranking of each county in per cent of failures, beginning with the smallest, is given.

Failures by Grades.

A smaller proportion of second grade pupils appear to have failed than pupils in any other grade. The percentage of failures in the first grade is very high in all types of schools. Some of this is probably due to admission of first grade children late in the year. In every grade the percentage of failures in one-teacher schools is higher than in two-teacher schools, and it is higher in the two-teacher schools than in the graded schools. (See Table 20.)

PER CENT OF ELEMENTARY PUPILS NOT PROMOTED IN 1923

COUNTY	PER CENT OF PUPILS NOT PROMOTED										RANK IN PER CENT OF PUPILS NOT PROMOTED									
	WHITE SCHOOLS								Colored Elementary Schools		WHITE SCHOOLS								Colored Elementary Schools	
	One Teacher Schools		Two Teacher Schools		Graded Schools		All Elementary Schools				One Teacher Schools		Two Teacher Schools		Graded Schools		All Elementary Schools			
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
County Average	32.6	23.5	27.5	18.3	21.1	14.1	25.6	17.5	38.3	31.1	--	--	--	--	--	--	--	--	--	--
Allegany	26.0	19.3	16.6	13.1	13.4	8.4	15.5	10.0	30.4	23.7	4	10	2	7	2	1	1	1	4	4
Anne Arundel	26.0	22.6	16.5	12.2	21.7	16.8	21.7	17.2	37.4	29.9	5	15	1	6	9	16	5	13	12	12
Baltimore	22.2	14.7	24.1	15.6	19.7	14.3	20.9	14.6	24.8	20.2	2	4	9	9	5	11	4	6	2	2
Calvert	30.6	22.3	18.1	8.7	—	—	28.6	19.8	41.8	29.5	11	14	3	1	—	—	13	15	16	11
Caroline	31.6	14.2	33.7	15.8	29.5	13.0	30.8	13.8	46.2	38.4	12	2	18	10	21	8	18	4	19	19
Carroll	37.4	29.8	41.3	29.1	26.4	14.5	33.8	23.7	35.9	28.6	19	22	23	23	18	12	23	22	10	10
Cecil	20.8	15.5	20.9	11.7	20.4	12.8	20.6	13.6	22.5	25.0	1	6	5	4	8	7	3	3	1	6
Charles	30.1	14.2	19.7	16.0	22.7	20.2	26.0	15.7	41.1	36.7	10	1	4	11	10	21	11	8	15	17
Dorchester	43.5	28.0	32.2	24.3	26.3	13.8	33.7	21.1	40.8	30.8	23	20	16	18	17	10	22	19	14	13
Frederick	30.0	21.6	27.3	17.4	19.8	11.2	24.6	15.6	37.5	27.4	9	13	13	14	6	3	7	7	13	9
Garrett	35.8	33.8	25.9	22.8	13.0	10.9	29.3	27.3	—	—	17	23	12	16	1	2	14	23	—	—
Harford	36.3	24.2	22.7	15.5	27.9	19.7	30.2	20.4	34.8	25.0	18	16	7	8	20	19	15	17	8	5
Howard	26.0	14.8	33.3	26.9	20.0	12.1	25.2	15.8	46.6	32.5	6	5	17	21	7	4	10	9	20	15
Kent	27.2	18.9	21.8	10.4	23.7	13.3	24.4	14.5	52.0	42.6	7	9	6	2	13	9	6	5	21	21
Montgomery	32.6	20.9	27.3	17.0	18.4	12.7	24.6	15.9	44.3	37.3	15	12	14	13	4	6	9	10	17	18
Prince George's	28.0	17.8	25.5	16.7	23.4	16.3	24.6	16.6	31.5	25.9	8	7	11	12	12	15	8	11	6	8
Queen Anne's	32.4	18.4	31.8	18.1	27.5	14.6	30.5	17.1	36.7	34.4	14	8	15	15	19	13	17	12	11	16
St. Mary's	31.9	20.3	24.5	11.4	38.1	21.5	30.3	18.0	52.4	44.2	13	11	10	3	22	22	16	14	22	22
Somerset	38.1	27.0	34.8	28.1	25.1	19.6	31.1	23.4	34.9	31.6	20	18	19	22	15	18	21	21	9	14
Talbot	24.6	14.5	23.1	11.8	16.6	12.6	19.4	12.8	34.4	25.2	3	3	8	5	3	5	2	2	7	7
Washington	38.6	29.6	38.4	25.3	23.2	17.5	28.5	21.0	25.9	18.4	21	21	21	19	11	17	12	18	3	1
Wicomico	38.6	28.0	38.0	23.2	24.9	15.1	31.0	20.2	31.0	23.1	22	19	20	17	14	14	19	16	5	3
Worcester	35.7	25.6	38.4	25.5	25.8	19.9	31.0	22.5	44.6	39.0	16	7	22	20	16	20	20	20	18	20

TABLE 20—PER CENT OF ELEMENTARY PUPILS NOT PROMOTED IN 1923, BY GRADES

Type of School	Grade 1	2	3	4	5	6	7	Total
White One-Teacher Schools								
Boys	36.7	20.6	25.1	33.0	36.5	39.7	40.7	32.6
Girls	33.2	14.2	17.7	25.6	21.4	25.6	22.9	23.5
White Two-Teacher Schools								
Boys	31.9	18.6	18.6	31.2	30.1	31.9	30.2	27.5
Girls	28.4	11.7	11.9	18.8	18.5	15.4	18.4	18.3
White Graded Schools								
Boys	26.7	16.1	16.6	18.4	21.3	24.4	24.1	21.1
Girls	21.7	11.0	11.9	11.9	13.3	14.6	13.9	14.1
All White Elementary Schools								
Boys	31.2	17.9	19.7	25.1	27.2	29.8	29.0	25.6
Girls	26.7	12.1	13.7	17.3	16.5	17.7	16.8	17.5
Colored Elementary Schools								
Boys	45.1	30.5	34.2	36.7	37.7	40.0	33.8	38.3
Girls	43.0	24.3	25.7	28.0	29.0	24.1	24.5	31.1

Causes of Elementary School Failures.

Teachers were asked to give the major cause for each pupil's failure. The reasons given for 40 per cent of the failures are irregular attendance not due to sickness or unfortunate home conditions. The results of these reports are shown in Table 21. It will be noted that the one-teacher schools report a larger proportion of failures caused by "irregular attendance not due to sickness and 100-day pupils" than either the two-teacher or graded schools.

TABLE 21.

CAUSES OF NON-PROMOTION, MARYLAND COUNTIES, 1922-23

	WHITE				
	One Teacher	Two Teacher	Graded	All White Elementary Schools	Colored Elementary Schools
Personal illness	10.7	12.7	13.8	12.4	12.0
Irregular attendance not due to sickness	29.4	22.7	18.5	23.3	34.9
Late entrance other than 100 day pupil	8.2	7.7	6.1	7.2	10.7
100 day pupil	13.4	10.6	5.3	9.3	7.3
Mental incapacity	8.4	12.3	18.9	13.8	7.0
Unfortunate home conditions and lack of interest	16.1	16.2	20.9	18.3	17.4
Inadequate knowledge of English	.8	.9	1.6	1.2	.9
Transfer from another school.	4.6	5.4	4.7	4.8	2.1
Other causes	8.4	11.5	10.2	9.7	7.7
	100.0	100.0	100.0	100.0	100.0
Total number not promoted	8,567	3,781	9,673	22,021	10,338
Per cent not promoted	28.3	23.1	17.7	21.7	34.7
Number of boys not promoted	5,188	2,342	5,905	13,435	5,722
Number of girls not promoted	3,379	1,439	3,768	8,586	4,616
Per cent of boys not promoted	32.6	27.5	21.1	25.6	38.3
Per cent of girls not promoted	23.5	18.3	14.1	17.5	31.1

Over-Age Conditions.

The failure to promote boys and girls is one of the chief causes of excessive numbers of over-age pupils in certain counties. Through the use of the standard tests and remedial work with individual pupils, better attendance of pupils, more careful supervision under trained teachers, the number of over-age pupils should gradually be reduced. It is noticeable that certain counties with the worst over-age conditions show a small proportion of failures for 1923.

COURSES OFFERED AND CHOSEN IN HIGH SCHOOLS

In the county white high schools over 11,000 pupils, or nearly three-fourths of the total enrollment, choose, or in some cases are obliged to take, the academic course. (For graduation this course requires, among other subjects, the completion of two units of a foreign language.) The remaining 4,000 pupils are nearly equally divided between the commercial and the general courses. (See Table 22.) The smaller high schools can, of course, offer little choice. A single course is given in each of the three Southern Maryland counties, for instance, where public high schools have only recently been established. Four counties, Cecil, Dorchester, Talbot, and Worcester, offer the pupils in their largest schools a choice between the academic and commercial courses, but do not offer the general course. (For individual high schools see pages 238-243.)

In September, 1922, the Conference of County Superintendents decided that first group approved high schools having an average daily attendance of fewer than 75 pupils need no longer offer courses in manual training and domestic science. In approved high schools with an average attendance of more than 75 pupils, either these subjects must be offered or there must be substituted, for both boys and girls, courses in physical education, art, or music. The chief reason for this decision was the difficulty experienced in securing qualified manual training teachers.

The number and per cent of pupils taking these special subjects and also the same data for the students taking vocational agriculture and vocational home economics have been shown for the counties as a whole in Chart W and for each county in Table 23. Two-thirds of all high school boys and girls are receiving instruction in manual training and home economics. About one-third of all high school pupils are having music courses, and nearly one-seventh courses in physical education. The large high schools in the wealthier counties offer work in all of these subjects, in addition to the regular academic subjects required of all students. (For individual high schools see pages 238-243.)

CHART W

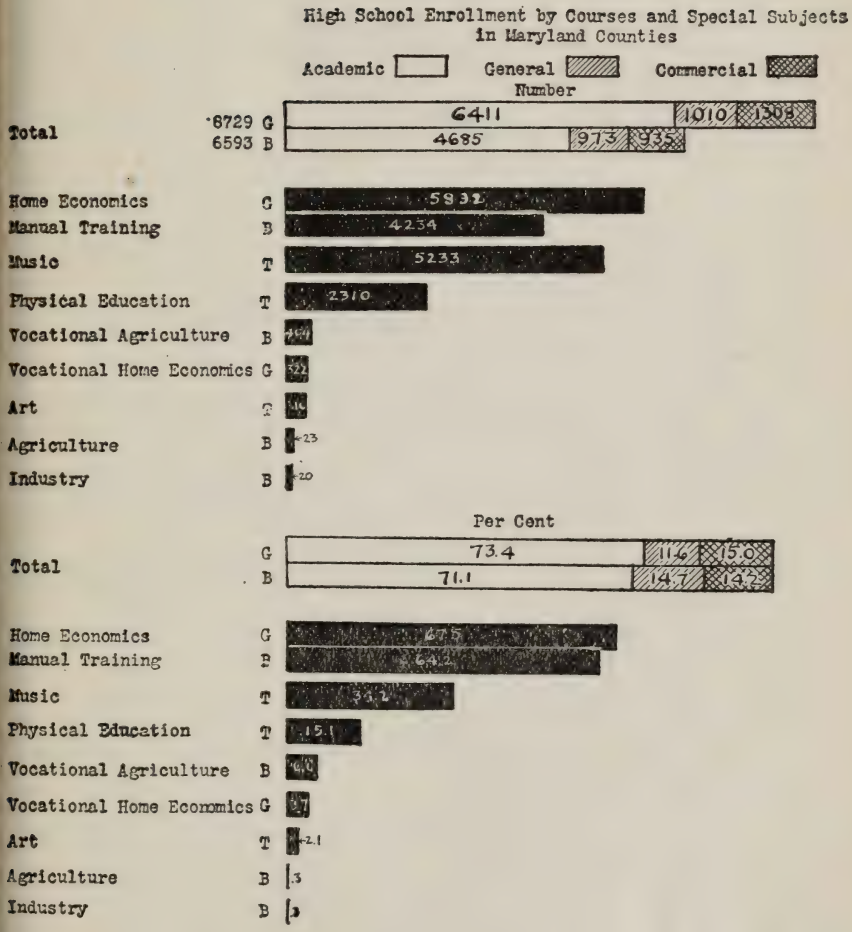

High School Enrollment by Courses and Special Subjects in Maryland Counties
Academic
General
Commercial
Number
Total
8729 G
6593 B
6411
1010
1308
4685
973
935
Home Economics G 5832
Manual Training B 4234
Music T 5233
Physical Education T 2310
Vocational Agriculture B 497
Vocational Home Economics G 322
Art T 146
Agriculture B 123
Industry B 120
Per Cent
Total
G 73.4 11.6 15.0
B 71.1 14.7 14.2
Home Economics G 67.5
Manual Training B 64.2
Music T 54.2
Physical Education T 45.1
Vocational Agriculture B 8.0
Vocational Home Economics G 3.7
Art T 2.1
Agriculture B 1.3
Industry B 1.2

TABLE 22.

DISTRIBUTION OF HIGH SCHOOL ENROLLMENT BY COURSES FOR YEAR ENDING JULY 31, 1923.

COUNTY	Total Enrollment		NUMBER ENROLLED IN						PER CENT ENROLLED IN					
			Academic Course		General Course		Commercial Course		Academic Course		General Course		Commercial Course	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
All Counties	6,593	8,729	4,685	6,411	973	1,010	935	1,308	71.1	73.4	14.7	11.6	14.2	15.0
Allegany	674	1,095	546	878	44	86	84	131	81.1	80.2	6.5	7.8	12.4	12.0
Anne Arundel	189	277	128	123	39	69	22	85	67.7	44.4	20.6	24.9	11.7	30.7
Baltimore	708	806	521	575	76	33	111	198	73.6	71.3	10.7	4.1	15.7	24.6
Calvert	61	82	----	----	61	82	----	----	----	----	100.0	100.0	----	----
Caroline	243	378	192	350	20	----	31	28	79.1	92.6	8.2	----	12.7	7.4
Carroll	337	453	197	300	100	99	40	54	58.5	66.3	29.7	21.8	11.8	11.9
Cecil	233	289	222	276	----	----	11	13	95.3	95.5	----	----	4.7	4.5
Charles	45	55	45	55	----	----	----	----	100.0	100.0	----	----	----	----
Dorchester	234	330	112	202	----	----	122	128	47.8	61.2	----	----	52.2	38.8
Frederick	689	738	376	450	75	80	238	208	54.6	61.0	10.9	10.8	34.5	28.2
Garrett	207	244	139	138	46	84	22	22	67.2	56.6	22.2	34.4	10.6	9.0
Harford	273	394	152	250	113	98	8	41	55.7	64.8	41.4	24.8	2.9	10.4
Howard	113	181	90	134	16	30	7	17	79.6	74.1	14.2	16.5	6.2	9.4
Kent	122	170	99	134	17	26	6	10	81.2	78.8	13.9	15.3	4.9	5.9
Montgomery	252	368	184	285	57	50	11	33	73.0	77.5	22.6	13.6	4.4	8.9
Prince George's	357	480	222	336	70	82	65	62	62.2	70.0	19.6	17.1	18.2	12.9
Queen Anne's	161	249	135	233	12	----	14	16	83.9	93.6	7.4	----	8.7	6.4
St. Mary's	8	16	----	----	8	16	----	----	----	----	100.0	100.0	----	----
Somerset	222	252	170	179	22	12	30	61	76.6	71.0	9.9	4.8	13.5	24.2
Talbot	199	243	178	201	----	----	21	42	89.5	82.8	----	----	10.5	17.2
Washington	627	664	531	593	46	15	50	56	84.8	89.4	7.3	2.2	7.9	8.4
Wicomico	389	555	217	345	151	148	21	62	55.8	62.2	38.8	26.7	5.4	11.1
Worcester	250	410	229	369	----	----	21	41	91.7	90.0	----	----	8.3	10.0

COUNTY	NUMBER TAKING							PER CENT. TAKING						
	Vocational							Vocational						
	Agriculture—Boys	Home Economics—Girls	Home Economics—Girls	Manual Training—Boys	Music	Art	Physical Education	Agriculture—Boys	Home Economics—Girls	Home Economics—Girls	Manual Training—Boys	Music	Art	Physical Education
All Counties	††*427	322	5,892	4,234	5,233	316	2,310	§ 6.0	3.7	67.5	64.2	34.2	2.1	15.1
Allegany	* 28	----	978	540	285	----	790	¶ 1.9	----	89.3	80.1	16.1	----	44.7
Anne Arundel	----	----	192	128	58	----	262	----	----	69.3	67.7	12.4	----	56.2
Baltimore	† 30	----	794	677	1,319	21	1,009	‖ 4.2	----	98.5	95.6	87.1	1.4	66.6
Calvert	----	----	----	----	----	----	----	----	----	----	----	----	----	----
Caroline	34	----	235	123	----	----	----	14.0	----	62.2	50.6	----	----	----
Carroll	‡ 71	----	357	246	699	----	----	⊙ 21.1	----	78.8	73.0	88.4	----	----
Cecil	12	----	204	165	150	----	----	5.1	----	70.6	70.8	28.7	----	----
Charles	----	----	----	----	----	----	----	----	----	----	----	----	----	----
Dorchester	----	----	125	111	----	126	----	----	----	37.9	47.4	----	22.3	----
Frederick	34	78	245	262	826	----	----	4.9	10.7	33.2	38.0	----	57.9	----
Garrett	11	53	----	49	42	----	----	5.3	21.7	----	23.7	9.3	----	----
Harford	59	13	217	170	----	----	----	21.6	3.3	55.0	62.2	----	----	----
Howard	15	28	----	----	155	----	----	13.3	15.5	----	----	52.7	----	----
Kent	----	----	150	115	20	135	56	----	----	88.2	94.2	6.8	46.2	19.2
Montgomery	31	21	139	68	----	----	----	12.3	5.7	37.7	27.0	----	----	----
Prince George's	59	39	331	220	680	34	----	16.5	8.1	68.9	61.6	81.3	4.1	----
Queen Anne's	12	----	249	161	----	----	----	7.4	----	100.0	100.0	----	----	----
St. Mary's	----	----	----	----	----	----	----	----	----	----	----	----	----	----
Somerset	----	----	176	78	----	----	----	----	----	69.8	35.1	----	----	----
Talbot	13	23	66	126	201	----	----	6.5	9.5	27.2	63.3	45.5	----	----
Washington	38	----	603	435	542	----	193	6.1	----	90.8	69.4	42.0	----	14.9
Wicomico	----	----	508	352	256	----	----	----	----	91.5	90.5	27.1	----	----
Worcester	----	67	297	208	----	----	----	----	16.3	72.4	83.2	----	----	----

*Includes 15 girls taking vocational agriculture.

†Includes 20 boys taking part time industrial work (Sparrows Point) and 10 boys taking Agriculture (Sparks), not considered vocational. The former are not included in the total above.

‡Includes 13 boys taking agriculture at the Charles Carroll School, not considered vocational.

§Girls .2 per cent not included. Part time industrial work, .3 per cent, and non-vocational agriculture, .3 per cent not included.

¶Girls 1.4 per cent not included.

‖Includes part time industrial work 2.8 per cent, and non-vocational agriculture 1.4 per cent.

⊙Includes 3.9 per cent for boys taking non-vocational agriculture.

USE OF STANDARD TESTS

From January, 1921, to the end of the school year, 1923, a two and a half year period, standard tests in silent reading and arithmetic were gradually introduced into the counties which had not yet, on a county-wide basis, used this means of improving instruction. In all except three of the counties, which carried out their own plans, about 40,000 children were given tests once or twice with the advice and co-operation of the State Department of Education. A staff, consisting of superintendent, supervising and helping teachers, attendance officers, and selected teachers, was trained in each county to give, score, and tabulate the results of the tests.

In recognition of the fact that diagnosis and follow-up work must, of course, come immediately after the testing, if improvement of instruction is to be secured, the supervisors and teachers were given help with remedial work for silent reading and arithmetic by means of bulletins prepared by the State Department, demonstration lessons, talks to teachers, and mimeographed material. The supervisors carried this work over to the teachers in visits to the classrooms and in teachers' meetings.

Tests Used

The Monroe Standardized Silent Reading Test, Revised, Forms 1, 2, and 3, and the Monroe Arithmetic Scales were the tests most frequently used. Several counties used the Haggerty Reading Examination, Sigma I, for the primary grades, and some use was made of the Buckingham Reasoning Test and the Iowa Spelling Scale.

Improvement In the Counties

In order that counties tested more than once may have a record of their improvement, the results, expressed in terms of grade achievement, are given on pages 226 to 231. The tests were given in different months. Standard scores for each grade for the different months were worked out. Scores made were then expressed in terms of the grade and month to which the nearest standard score belonged. A standard score is attained if, in the column for each particular grade, the figure before the decimal point is the same as the grade heading the column, and if the figure after the decimal point agrees with the figure in the column headed "month," at the left of the page.

For example, the median fifth grade child in the graded schools of Prince George's County, when tested in September, 1921, comprehended what he read as well as the standard child who is half way through the third grade (3.6). The standard for beginning the fifth grade is 5.1. In other words, the median fifth grade child in Prince George's was a year and a half below standard.

In May, 1922, these fifth grade children comprehended what they read nearly as well as the standard child beginning the fifth grade, the grade achievement being 4.8 compared with the May standard, 5.8. By this time the Prince George's children were only a year behind in reading ability, whereas seven months before they had been a year and a half behind. This means a gain of half a year over normal progress.

In April, 1923, the fifth grade children in Prince George's County graded schools were above the requirements for beginning the fifth grade (5.2), but had not reached 5.7, which is the standard score in April. They were therefore only a half year below where they should be and had gained a half year over their previous record.

These figures are summarized in the Table below:

TABLE 24.

GRADE ACHIEVEMENT IN READING COMPREHENSION IN PRINCE GEORGE'S GRADED SCHOOLS, OCTOBER, 1921—APRIL, 1923.

Date of Test	Form of Test	Grade Achievement Made	Standard Grade Achievement	Amount below Standard
October, 1921.....	1	3.6	5.1	1.5—one and a half years
May, 1922.....	2	4.8	5.8	1.0—one year
April, 1923.....	3	5.2	5.7	.5—one half year

Each county may study its own scores and judge of its improvement. The results all over the State in Form 3 of the test indicate that it was more difficult than Form 1 or 2. If counties have not improved in Form 3 as much as they had hoped, it is not entirely due to lack of progress but to the fact that the third form is not entirely comparable with the first two forms. Most counties were far below standard when the tests were first given, but improvement is evident on the later testing with a different form of the same test.

In addition to the work of the supervisors, one of the most important means of helping children to read with greater understanding and fluency was the provision of a larger amount of supplementary reading material. In the financially poorer counties this was made possible by the Equalization Fund.

Tables similar to those showing grade achievement in reading comprehension are given for rate of reading and for fundamentals in arithmetic. Nearly all of the counties are above standard in arithmetic, although many on the first testing were below. The use of the Courtis or Studebaker Practice Pads has been a great aid in helping children to improve in both speed and accuracy in the fundamental operations. (See pages 230-231.)

SPECIAL CLASSES FOR HANDICAPPED CHILDREN

Three counties are attempting to provide special classes in their county seats for abnormal schildren. These children usually can not be instructed with profit to themselves or to the normal pupils with whom they are associated if they are kept in the regular classes. In Westminster, Salisbury, and Easton (2 classes) these children are being given special opportunities in small classes, ranging in size from 17 to 26.

In Baltimore City nearly one thousand pupils were enrolled in special classes, exclusive of those in parental schools. There were 32 classes for mentally subnormal pupils, 7 for incorrigible boys, 6 for cripples, 6 for anaemic and tubercular pupils, one for the deaf, and one for convalescent children.

EVENING SCHOOLS—BALTIMORE CITY

The following figures are given to show what Baltimore City is doing in developing evening schools.

TABLE 25.

TYPE OF SCHOOL	Total Enrollment	Average Number		Per Cent of Attendance	Average Nights in Session	Average Number Teachers
		Belonging	Attending			
White:						
Elementary	3,570	2,101	1,681	80	71	73
Secondary	5,220	2,455	1,854	76	60	100
Total	8,790	4,556	3,535	78	65	173
Colored	2,208	1,322	955	72	77	48
Grand Total	10,998	5,878	4,490	76	68	221

The work covered courses in English and citizenship for the foreign born seeking to become naturalized citizens, courses in the elementary and secondary school subjects and courses preparing for vocations along commercial, industrial, and home economics' lines.

The expenditure for evening schools totaled $59,146.11, a cost per pupil belonging of $10.06 and per pupil attending on the average of $13.18.

SUMMER SCHOOLS

In the summer of 1923 Baltimore City had seven review schools and two demonstration schools. They provided for the following pupils:

TABLE 26.

TYPE OF SCHOOL	Total Enrollment	Average Number		Per Cent of Attendance	Days in Term	Nmuber of Teachers
		Belonging	Attending			
Summer Review Schools						
White:						
Elementary	1,096	1,054	1,028	97	29	20
Secondary	913	848	804	95	38	17
Total	2,009	1,902	1,832	96	33	37
Colored:						
Elementary	172	157	149	95	29	5
Secondary	811	724	660	91	38	14
Total	983	881	809	92	36	19
Grand Total	2,992	2,783	2,641	95	34	56
Demonstration Schools						
White	663	565	533	94	38	22
Colored	226	160	132	83	38	5
Total	889	725	665	92	38	27
Grand Total	3,881	3,508	3,306	94	35	83

The cost of these schools was $17,485.21, a cost per pupil belonging of $4.98 and per pupil attending of $5.28.

Queen Anne's County also conducted a successful summer high school for pupils who had failed in their work.

ADMINISTRATION AND SUPERVISION IN MARYLAND COUNTIES

For the first time in 1923 there is a supervising or helping teacher in every county in Maryland. This is due to the 1922 law which requires that there shall be supervising or helping teachers in proportion to the number of white elementary teachers in each county, the State paying two thirds of the minimum salary. The number required is shown in Table 27, but a number of counties have not yet provided the full quota, because qualified persons were not available and it was deemed wiser to go slowly in enforcing the law until teachers and patrons could be convinced of the value of supervision.

Supervision in Maryland is accomplishing the following results in the elementary schools:

I. There is organization of what to teach where formerly there was chaos.

II. Higher standards of teaching have been set up and maintained in place of the low standards which formerly prevailed.

III. Definite standards for the progress of children are held up and reached where formerly there was no guide.

IV. The gradual elimination of the excessive number of over-age pupils is being brought about since the advent of supervision.

V. Physical conditions in the schools are much improved by reason of the supervisor's insistence.

VI. Teachers, from poorly prepared beginners to those of experience and superior merit, are benefited by supervisory assistance.

VII. Supervision is breaking down the isolation of the teacher in rural schools and is utilizing all the strength of all the teachers for the benefit of each one of them.

There were 23 superintendents and 39 supervisors in 1923 for 3,038 white teachers, an average of 50 teachers to a supervisory official. These teachers were scattered throughout the 9,859 square miles in the 23 counties, over one half in the one- and two-teacher schools.

Supervision of teaching in the schools, as carried on in Maryland by the "supervising teachers" and "helping teachers", is teacher-training, or training teachers in service. Competent supervision is the best method known for improving the quality and the results of teaching, both before and after the teacher enters the service. It is a phase of teacher-training fully as important as the work of the normal schools.

In a city school system, where all teachers are normal or training school graduates, supervising principals are provided for approximately every thirty-two teachers, and there are in addition, grade supervisors and supervisors of special subjects. But, in Maryland, where less than half of the teachers have adequate training, and in the rural schools, where only one teacher in four has the equivalent of a normal school training, the average number of teachers to one supervisor is more than fifty.

The normal schools at best do not turn out a finished product; the normal school graduate needs teaching experience under competent guidance, and this help, this stimulus to continuous professional growth, comes through supervision. But to the teacher of little professsional opportunity, supervision is the only source of training, except that obtained by the slow process of experience through the "trial and error" method, and occasional summer school attendance.

TABLE 27.

NUMBER OF SUPERINTENDENTS AND SUPERVISING OR HELPING TEACHERS REQUIRED IN MARYLAND COUNTIES FOR VARYING NUMBERS OF TEACHERS, YEAR ENDING JULY, 31, 1923.

Number of Teachers	Number Required	Number of Counties	Names of Counties
COUNTY SUPERINTENDENT			
Less than 150.....	1	8	Calvert, Caroline, Charles, Howard, Kent, Queen Anne's, St. Mary's, Talbot.
150 to 199.....	1	7	Cecil, Dorchester, Harford, Montgomery, Somerset, Wicomico, Worcester.
200 or more.....	1	8	Allegany, Anne Arundel, Baltimore, Carroll, Frederick, Garrett, Prince George's, Washington.
SUPERVISING OR HELPING TEACHER			
Less than 80*.....	1	7	Calvert, Charles, Howard, Kent, Queen Anne's, St. Mary's, Talbot.
80 to 119*,.....	2	7	Caroline, Cecil (1), Dorchester (1), Harford (1), Somerset (1), Wicomico, Worcester (1).
120 to 185*.....	3	4	Anne Arundel (2), Carroll (2), Montgomery (1), Prince George's (1).
186 to 235*.....	4	1	Garrett (2).
236 to 285*.....	5	2	Frederick (4), Washington (2).
286 to 335*.....	6	2	Allegany (3), Baltimore.

* White elementary teachers.

()The number of supervising or helping teachers actually employed for the year ending in June, 1923, is shown in parentheses for counties which had fewer than the minimum number required by law. For the school year 1923-24 Dorchester, Harford and Carroll have their full quota, and Prince George's, Garrett and Allegany have one more supervising or helping teacher than is shown above. Caroline had one less than is shown above.

TABLE 28.

MINIMUM EDUCATION AND EXPERIENCE REQUIREMENTS AND MINIMUM SALARY SCALE FOR MARYLAND COUNTY SUPERINTENDENTS AND SUPERVISORS

POSITION	EDUCATION REQUIRED		Years of Teaching Experience Required	MINIMUM SALARY REQUIRED BASED ON YEARS OF EXPERIENCE		
	School or Course	Length of Course in Years		1-4	5-7	8+
County Superintendent having	High	4	2	$2,500-$2,940		
less than 150 teachers	College	4				
150 to 199 teachers	Graduate work in education	1		2,940	$3,240	$3,540
200 or more teachers					3,840	4,140
Assistant County Superintendent or Supervising Teacher	High	4	4	2,040	2,340	2,640
	Normal	2				
	College	2				
	Including academic work in elementary school subjects	(1)				
	Advanced work in elementary school methods or	(1)				
	High	4				
	College	4				
	Elementary school methods	1				
Helping Teacher	Same as supervising teacher, except that one year less education is required.		4			
Supervisor of Special Branches: Music, Drawing, Physical Training, Manual Training, Agriculture, Domestic Science	High	4	4	1,440	1,740	2,040
	College	4				
	Including academic work	(2)				
	special branches	(2)				
	Including Theory of education, art of teaching special branches	300 recitation hours				

TRAINING OF THE TEACHING STAFF

The Preparation of White Elementary Teachers In the County Schools

The steadily increasing percentage of teachers holding regular first grade certificates, the gain between 1922 and 1924, for instance, being 13.5 per cent, marks an encouraging improvement in the quality of the teaching force. Whereas there were 1228 white elementary teachers in 1922 holding regular first grade certificates, in 1924 there are 405 more, or 1633, who have had normal school training or its equivalent. The graded schools have 225 additional first grade teachers as against 180 additional in the rural schools. The graded schools, therefore, have altogether 1050 regularly certificated first grade teachers, while the rural schools have only 583. (See Tables 29 and 30.)

On the other hand, the 480 provisionally certificated second and third grade teachers in the schools in 1922, who, for the most part, had had no special training for teaching, have lost 259 of their number, leaving only 221, or fewer than half the total number of such teachers in the white elementary schools in 1922. The proportion of the total staff made up of this group of poorly trained people is lower by 8.5 per cent in 1924 than in 1922. It is obviously this group which has been largely replaced by the new first grade teachers.

In 1924 there are 48 fewer teachers than in 1922 working on regular third grade certificates, the academic requirement for which is less than high school graduation, and 113 fewer teachers are holding regular second grade certificates, for which high school graduation is necessary. All the regularly certificated teachers have had at least six weeks' professional preparation for teaching. The proportion of the total staff made up of these groups is 1.5 and 3.5 per cent less, respectively, in 1924 than in 1922.

The Certificate Score

The 1924 certificate score for the counties (Chart X) shows for the average county an improvement of 7.1 points over 1923. A county would receive a score of 100 if every teacher and principal had completed a normal school course or its equivalent, and every principal had a half year of additional professional preparation. The score is based on certificates weighted as follows:

Elementary principal and first grade regular	4
Elementary principal and first grade provisional	2
Second grade regular	2
Second grade provisional	1
Third grade regular	1
Third grade provisional	0

TABLE 29.

CERTIFICATES HELD BY WHITE ELEMENTARY TEACHERS, 1922—1924.

Year	Total No. of Teachers	Number of White Elementary Teachers Holding Certificates of: El. Principal and First Grade		Second Grade		Third Grade	
		Reg	Prov.	Reg.	Prov.	Reg.	Prov.
ALL WHITE ELEMENTARY SCHOOLS.							
1922	3040	1228	31	933	189	368	291
1923	3038	1351	52	894	175	365	201
1924	3026	1633	32	820	97	320	124
Increase or Decrease over 1922	—14	+405	+1	—113	—92	—48	—167
GRADED SCHOOLS.							
1922	1400	825	23	427	31	67	27
1923	1435	916	33	360	42	66	18
1924	1451	1050	18	305	24	47	7
Increase or Decrease over 1922	+51	+225	—5	—122	—7	—20	—20
ONE-TEACHER AND TWO-TEACHER SCHOOLS							
1922	1640	403	8	506	158	301	264
1923	1603	435	19	534	133	299	183
1924	1575	583	14	515	73	273	184
Increase or Decrease over 1922	—65	+180	+6	+9	—85	—28	—80
ONE-TEACHER SCHOOLS.							
1923	1088	215	8	375	102	231	157
1924	1056	304	7	372	60	212	101
Increase or Decrease over 1923	—32	+89	—1	—3	—42	—19	—56
TWO-TEACHER SCHOOLS.							
1923	515	220	11	159	31	68	26
1924	519	279	7	143	13	61	16
Increase or Decrease over 1923	+4	+59	—4	—16	—18	—7	—10

TABLE 30.

PER CENT OF WHITE ELEMENTARY TEACHERS HOLDING CERTIFICATES OF VARIOUS GRADES, 1922—1924.

Year	Total No. of Teachers	Per Cent. of White Elementary Teachers Holding Certificates of: El. Principal and First Grade		Second Grade		Third Grade	
		Reg	Prov.	Reg.	Prov.	Reg.	Prov.
ALL WHITE ELEMENTARY SCHOOLS.							
1922	3040	40.4	1.0	30.7	6.2	12.1	9.6
1923	3038	44.5	1.7	29.4	5.8	12.0	6.6
1924	3026	53.9	1.1	27.2	3.2	10.6	4.1
Increase or Decrease over 1922	—14	+13.5	+.1	—3.5	—3.0	—1.5	—5.5
GRADED SCHOOLS.							
1922	1400	58.9	1.7	30.5	2.2	4.8	1.9
1923	1435	63.8	2.3	25.1	2.9	4.6	1.3
1924	1451	72.4	1.2	21.0	1.7	3.2	.5
Increase or Decrease over 1922	+51	+13.5	—.5	—9.5	—.5	—1.6	—1.4
ONE-TEACHER AND TWO-TEACHER SCHOOLS							
1922	1640	24.6	.4	30.9	9.6	18.4	16.1
1923	1603	27.1	1.2	33.3	8.3	18.7	11.4
1924	1575	37.0	.9	32.7	4.6	17.4	7.4
Increase or Decrease over 1922	—65	+12.4	+.5	+1.8	—5.0	—1.0	—8.7
ONE-TEACHER SCHOOLS.							
1923	1088	19.8	.7	34.5	9.4	21.2	14.4
1924	1056	28.8	.6	35.2	5.7	20.1	9.6
Increase or Decrease over 1923	—32	+9.0	—.1	+.7	—3.7	—1.1	—4.8
TWO-TEACHER SCHOOLS.							
1923	515	42.7	2.1	30.9	6.0	13.2	5.1
1924	519	53.7	1.4	27.5	2.5	11.8	3.1
Increase or Decrease over 1922	+4	+11.0	—.7	—3.4	—3.5	—1.4	—2.0

Every county has a higher score than in 1923, and 13 of them—Worcester*, Prince George's*, Wicomico*, Queen Anne's*, Garrett*, Kent*, Dorchester*, Caroline*, Carroll, Harford, Howard, Calvert*, and Cecil*—made gains larger than the average increase. The improvement ranges among counties receiving the Equalization Fund from 4 points, in St. Mary's, to 18.9 points in Worcester. Sixteen of the counties still have scores of less than 75.

CHART X

Certification Score of White Elementary School Teachers 1924

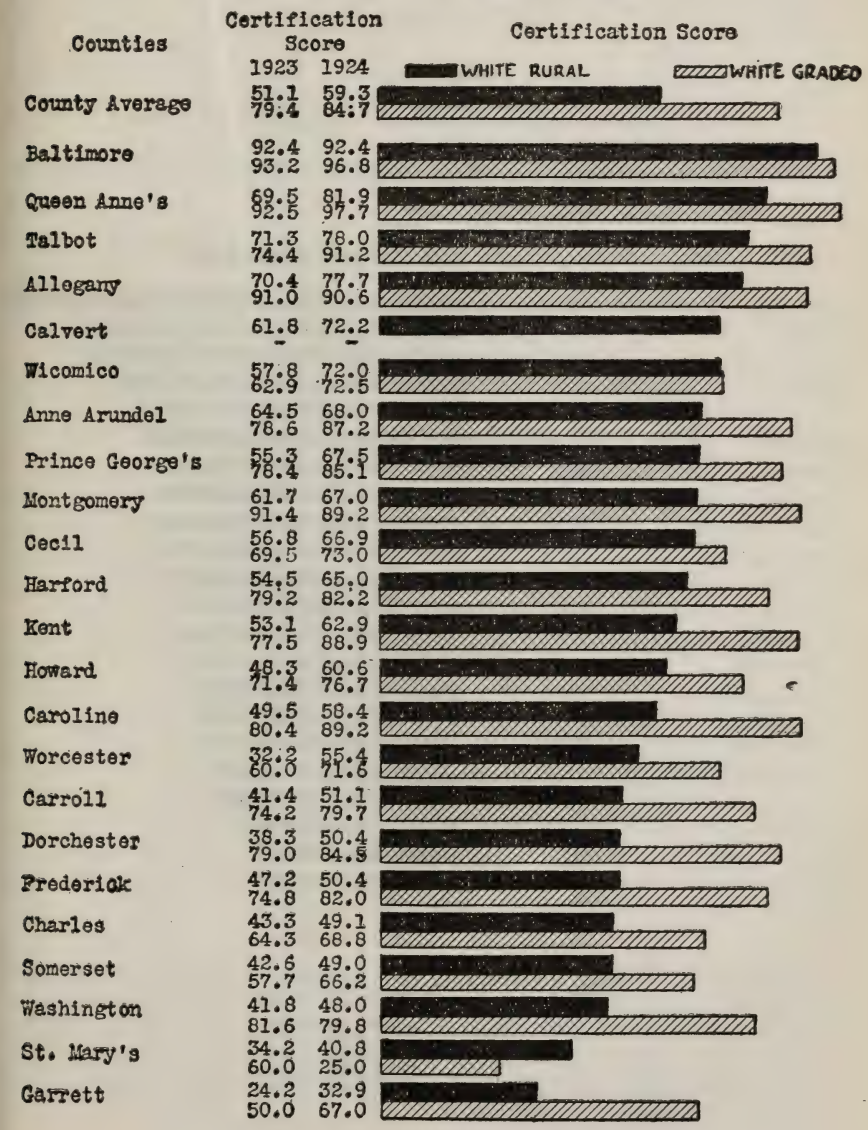
Counties	Certification Score 1923	1924
County Average	64.4	71.5
Baltimore	92.9	95.2
Allegany	85.6	87.1
Queen Anne's	76.0	86.8
Talbot	79.1	85.6
Anne Arundel	72.7	79.7
Montgomery	77.0	79.1
Prince George's	68.9	77.9
Kent	64.9	74.6
Caroline	63.4	72.8
Wicomico	60.5	72.3
Calvert	64.6	72.2
Harford	63.2	71.9
Cecil	61.7	69.3
Washington	59.9	66.7
Frederick	59.7	64.8
Howard	55.8	64.5
Dorchester	54.4	64.1
Worcester	44.7	63.6
Carroll	52.6	61.8
Somerset	49.4	56.5
Charles	45.5	51.5
St. Mary's	36.3	40.3
Garrett	28.5	38.6

The certification scores in the white rural and in the white graded schools, respectively, are shown in Chart Y. In every county except St. Mary's, where there is only one graded school, the score in the latter type of school is from .5 to 34.1 points higher than in the rural schools, the average county showing an advantage of 25.4 points in

*Indicates that the county shares in the Equalization Fund.

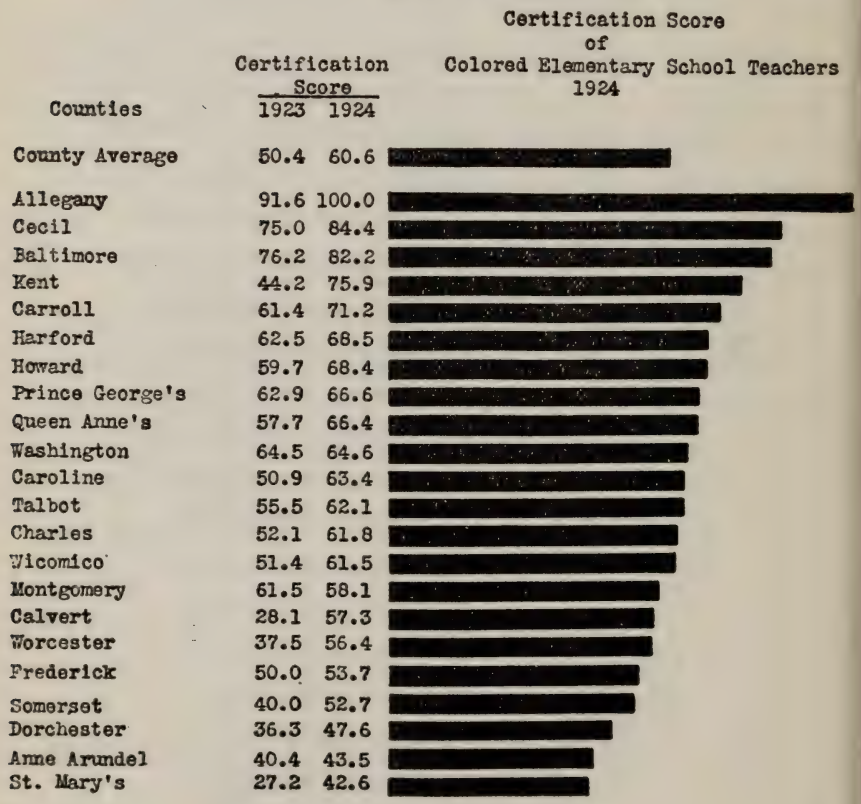
CHART Y

CERTIFICATION SCORE OF WHITE ELEMENTARY SCHOOL TEACHERS IN MARYLAND COUNTY RURAL AND GRADED SCHOOLS, 1923 AND 1924



the graded schools. The certification score in the rural schools of the average county, however, improved 2.9 more points over the previous year than did that for the graded schools in the average county. This is chiefly due to the Equalization Fund, which enabled the more largely rural counties to obtain a greater number of trained teachers, and to the $100 bonus paid to normal school graduates for teaching in the rural rather than in the graded schools.

CHART Z



In 1924 the certification score of the colored schools in the average county is 60.6, or 10.2 points more than in 1923. The figures range from 42.6 in St. Mary's to 100 in Allegany, where there are few colored schools. The difference in the average county between the certification score for the white and for the colored teachers has, from 1923 to 1924, decreased 3.2 points. (See Chart Z.)

TABLE 31.

CERTIFICATION SCORE OF MARYLAND COUNTY ELEMENTARY TEACHERS IN SERVICE OCTOBER, 1923.

COUNTY	All White Elementary Schools	COUNTY	White Rural Schools	COUNTY	White Graded Schools	COUNTY	All Colored Elementary Schools
	White Elementary Schools.					Colored Elementary Schools.	
County Average	71.5	County Average	59.3	County Average	84.7	County Average	60.6
Baltimore	95.2	Baltimore	92.4	*Queen Anne's	97.7	Allegany	100.0
Allegany	87.1	*Queen Anne's	81.9	Baltimore	96.8	*Cecil	84.4
*Queen Anne's	86.8	Talbot	78.0	Talbot	91.2	Baltimore	82.2
Talbot	85.6	Allegany	77.7	Allegany	90.6	*Kent	75.9
*Anne Arundel	79.7	*Calvert	72.2	*Caroline	89.2	Carroll	71.2
Montgomery	79.1	*Wicomico	72.0	Montgomery	89.2	Harford	68.5
*Prince George's.....	77.9	*Anne Arundel.....	68.0	*Kent	88.9	Howard	68.4
*Kent	74.6	*Prince George's.....	67.5	*Anne Arundel.....	87.2	*Prince George's.....	66.6
*Caroline	72.8	Montgomery	67.0	*Prince George's.....	85.1	*Queen Anne's.....	66.4
*Wicomico	72.3	*Cecil	66.9	*Dorchester	84.5	Washington	64.6
*Calvert	72.2	Harford	65.0	Harford	82.2	*Caroline	63.4
Harford	71.9	*Kent	62.9	*Frederick	82.0	Talbot	62.1
*Cecil	69.3	Howard	60.6	Washington	79.8	*Charles	61.8
Washington	66.7	*Caroline	58.4	Carroll	79.7	*Wicomico	61.5
*Frederick	64.8	*Worcester	55.4	Howard	76.7	Montgomery	58.1
Howard	64.5	Carroll	51.1	*Cecil	73.0	*Calvert	57.3
*Dorchester	64.1	*Dorchester	50.4	*Wicomico	72.5	*Worcester	56.4
*Worcester	63.6	*Frederick	50.4	*Worcester	71.6	*Frederick	53.7
Carroll	61.8	*Charles	49.1	*Charles	68.8	*Somerset	52.7
*Somerset	56.5	*Somerset	49.0	*Garrett	67.0	*Dorchester	47.6
*Charles	51.5	Washington	48.0	*Somerset	66.2	*Anne Arundel.....	43.5
*St. Mary's.....	40.3	*St. Mary's.....	40.8	*St. Mary's.....	25.0	*St. Mary's.....	42.6
*Garrett	38.6	*Garrett	32.9				

*Counties sharing in the Equalization Fund.

The certification scores by counties for the various kinds of elementary schools, white and colored, in October, 1923, are given in Table 31. Scores for October, 1923, with the one- and the two-teacher schools separated as well as combined, will be found in Table 32, and the rank of the counties for the years 1923 and 1924 in the certification scores for the different types of schools is indicated in Table 33. The last two tables have an alphabetical arrangement.

TABLE 32.

CERTIFICATION SCORE OF MARYLAND COUNTY WHITE AND COLORED TEACHERS, OCTOBER, 1923.

COUNTY	All White Ele. Schools	White One Teacher Schools	White Two Teacher Schools	White One and Two Teacher Schools	White Graded Schools	All Colored Ele. Schools
County Average	71.5	53.2	71.8	59.3	84.7	60.6
Allegany	87.1	76.5	79.4	77.7	90.6	100.0
Anne Arundel.....	79.7	67.5	68.8	68.0	87.2	43.5
Baltimore	95.2	92.1	92.6	92.4	96.8	82.2
Calvert	72.2	66.7	100.0	72.2	....	57.3
Caroline	72.8	53.6	67.9	58.4	89.2	63.4
Carroll	61.8	46.7	67.7	51.1	79.7	71.2
Cecil	69.3	62.2	79.4	66.9	73.0	84.4
Charles	51.5	45.6	57.0	49.1	68.8	61.8
Dorchester	64.1	49.5	52.8	50.4	84.5	47.6
Frederick	64.8	45.7	62.5	50.4	82.0	53.7
Garrett	38.6	29.5	46.1	32.9	67.0	....
Harford	71.9	62.7	70.4	65.0	82.2	68.5
Howard	64.5	51.6	78.1	60.6	76.7	68.4
Kent	74.6	57.6	75.0	62.9	88.9	75.9
Montgomery	79.1	71.5	58.8	67.0	89.2	58.1
Prince George's.....	77.9	57.8	75.6	67.5	85.1	66.6
Queen Anne's.....	86.8	75.7	100.0	81.9	97.7	66.4
St. Mary's.....	40.3	30.1	70.3	40.8	25.0	42.6
Somerset	56.5	40.0	63.9	49.0	66.2	52.7
Talbot	85.6	69.2	87.5	78.0	91.2	62.1
Washington	66.7	44.7	54.6	48.0	79.8	64.6
Wicomico	72.3	66.0	91.7	72.0	72.5	61.5
Worcester	63.6	53.0	65.6	55.4	71.6	56.4

In tables on pages 220-224 in the Appendix the number and per cent of teachers holding the various grades of certificates is given for October, 1923.

TABLE 33.

RANK OF COUNTIES OF MARYLAND IN CERTIFICATION SCORE OF ELEMENTARY TEACHERS IN SERVICE.

County	White 1-Teacher		White 2-Teacher		White Rural		White Graded		White Elementary		Colored Elementary	
	1923	1924	1923	1924	1923	1924	1923	1924	1923	1924	1923	1924
Allegany	2	2	5	6	3	4	4	4	2	2	1	1
Anne Arundel	6	6	8	13	5	7	9	8	6	5	17	21
Baltimore	1	1	2	3	1	1	1	2	1	1	2	3
Calvert	7	7	1	1	6	5	--	--	9	11	21	16
Caroline	12	13	16	14	13	14	6	5	10	9	14	11
Carroll	17	17	20	15	19	16	13	14	18	19	8	5
Cecil	8	10	10	7	9	10	16	16	12	13	3	2
Charles	16	19	21	20	16	19	17	19	20	21	12	13
Dorchester	19	16	19	22	20	17	8	10	17	17	20	20
Frederick	14	18	18	18	15	18	12	12	15	15	15	18
Garrett	23	23	22	23	23	23	22	20	23	23	--	--
Harford	10	9	9	11	11	11	7	11	11	12	6	6
Howard	15	15	13	8	14	13	15	15	16	16	9	7
Kent	13	12	6	10	12	12	11	7	8	8	16	4
Montgomery	3	4	14	19	7	9	3	6	4	6	7	15
Prince George's	11	11	11	9	10	8	10	9	7	7	5	8
Queen Anne's	5	3	3	2	4	2	2	1	5	3	10	9
St. Mary's	21	22	15	12	21	22	20	22	22	22	22	22
Somerset	20	21	12	17	17	20	21	21	19	20	18	19
Talbot	4	5	4	5	2	3	5	4	3	4	11	12
Washington	18	20	17	21	18	21	14	13	13	14	4	10
Wicomico	9	8	7	4	8	6	18	17	14	10	13	14
Worcester	22	14	23	16	22	15	19	18	21	18	19	17

Teachers' Examinations

The continually larger supply of first grade teachers—543 were certificated in 1923 as against 370 in 1922—has made it possible to raise the standards in connection with the teachers' examinations. This is apparent from the following table showing the decrease in the number and percentage of successful applicants for certificates by examination.

The only exception is in the case of applicants for first grade certificates. This may be explained by the fact that some of the extension courses offered were a rather direct preparation for these particular examinations and by the further fact that a number of applicants had already taken the normal school equivalent tests several times and were therefore better able than before to pass them.

TABLE 34.

RESULTS OF TEACHERS' EXAMINATIONS IN MARYLAND COUNTIES, 1922 AND 1923.

	WHITE			COLORED		
	1922	1923	Increase or Decrease	1922	1923	Increase or Decrease
Applicants for third grade certificates	231	125	—106	62	44	—18
Number who qualified for third grade	79	31	— 48	15	7	— 8
Per cent. who qualified	34.2	24.8	— 9.4	24.2	15.9	— 8.3
Applicants for second grade certificates	359	384	+ 25	8	42	+34
Number who qualified for second grade	127	99	— 28	2	4	+ 2
Per cent. who qualified	35.4	25.8	— 9.6	25	9.5	—15.5
Number who qualified for third grade	93	48	— 45	4	3	— 1
Per cent. who qualified	25.9	12.5	— 13.4	50	7.1	—42.9
Total number of applicants for second grade certificates who qualified for second or third grade	220	147	— 73	6	7	+ 1
Per cent. who qualified	61.3	38.3	— 23	75	16.6	—58.4
Total number of applicants for second and third grade certificates	590	509	— 81	70	86	+16
Number who qualified	299	178	—121	21	21	0
Per cent. who qualified	50.6	35.0	— 15.6	30	24.4	— 5.6
Holders of second grade certificates applying for first grade	306	201	—105	84	77	— 7
Number who qualified	60	75	+ 15	17	15	— 2
Per cent. who qualified	19.6	37.3	+ 17.7	20.2	19.5	— .7

The very great decrease in the number of applicants for third grade certificates, nearly 50 per cent, is significant, because it reflects the improved persistence to graduation among high school students and the more widespread high school opportunities throughout the State, and also because it points to the less urgent need among the county schools for teachers who have not had at least a high school education.

The larger supply of well-trained teachers which is becoming available each year makes the time seem ripe for changing the certification basis entirely to one of school credits instead of the present combination of school credits and examinations. A committee of the superintendents which has been working on the problem made a step in this direction when it recommended the elimination of the August examinations, beginning with 1924, and suggested increasing the number of school credits to be required for admission to the first grade examinations. Both these recommendations were adopted by the State Board of Education.

A later report from this committee goes considerably further toward basing certificates entirely on school credits. The scheme was unanimously endorsed by the superintendents, but, since it is not yet complete, it is not described at this time. At the next meeting of the superintendents the plan will doubtless be perfected and put into shape for presentation to the State Board of Education.

Certification of High School Teachers

During the year 1922-23 the certification of the county high school teachers was for the second time completely checked. Those whose certificates had expired or who had not obtained certificates for the year were reminded of these facts and requested to take the necessary steps for regularizing their positions. Those teachers who, for various reasons, needed to present evidence of additional preparation for the 1923 renewal of their certificates were likewise notified. Copies of the letters to the two groups, together with the lists of the teachers affected, were sent to each county superintendent, with the request that he check the lists for mistakes or omissions.

The lists proved to be substantially correct, but a number of the teachers did not respond or make any effort to straighten out their certificate standing. In the case of teachers who could be employed only on provisional certificates, it was, of course, necessary for the superintendent to take the initiative in requesting authority to issue these. There being a number of unsettled cases on March 31, a second letter was sent out on that date, with the usual information to the superintendents. The letter to the superintendents contained the following paragraph:

> "Will you kindly take up with all these teachers the matter of their certification, impressing upon them that their lack of certificates not only makes their own standing uncertain, but, if allowed to continue, will affect the rating of the high schools themselves? The qualifications and certificates of the teachers will be carefully considered next year in the approval of secondary schools."

The office work in connection with certificates became too heavy early in the spring to check up the results of the second notice. The conditions existing on February 13 and on March 31, however, as indicated in the following table, show that the legal requirement of a certificate for every teacher is so far only an ideal and, furthermore, one to which a number of the counties do not even approximate. There was no opportunity to check up in the same way the certification of the elementary teachers, but if, as is probable, the situation was similar, more than a fourth of the teachers in the State did not hold valid certificates last year:

TABLE 35.

CERTIFICATION OF WHITE HIGH SCHOOL TEACHERS, 1922-23.

COUNTY	Total Number High School Teachers.	Not Certificated February 13		Not Certificated March 31	
		Number	Per Cent.	Number	Per Cent.
Allegany	72	47	65.3	28	38.9
Anne Arundel	20	10	50.0	6	30.0
Baltimore	58	6	10.3	1	1.7
Calvert	5	0	0.0	0	0.0
Caroline	27	9	33.3	4	14.8
Carroll	46	4	8.7	1	2.2
Cecil	30	9	30.0	5	16.7
Charles	4	2	50.0	1	25.0
Dorchester	25	7	28.0	3	12.0
Frederick	60	12	20.0	8	13.3
Garrett	21	1	4.8	0	0.0
Harford	32	5	15.6	2	6.2
Howard	14	9	64.3	5	35.7
Kent	22	7	31.8	0	0.0
Montgomery	26	7	26.9	2	7.7
Prince George's	39	4	10.2	0	0.0
Queen Anne's	24	15	62.5	10	41.6
St. Mary's	1	0	0.0	0	0.0
Somerset	20	5	25.0	4	20.0
Talbot	22	5	22.7	1	4.5
Washington	40	16	40.0	8	20.0
Wicomico	40	2	5.0	1	2.5
Worcester	39	6	15.4	3	7.7
Total	687	188	27.3	93	13.5

Some of the counties had practically a clean sheet when the first notices were sent out, on February 13, and three of the counties had every high school teacher properly certificated by March 31. In the State as a whole, however, more than 27 per cent of the high school teachers were uncertificated by the middle of the school year and 13.4 per cent had failed to secure certificates by the last of March, more than six weeks after they had been requested by the State Superintendent to clear up their status.

This carelessness is probably due to a feeling on the part of the superintendents and teachers that the standing of the teachers can be determined by the county officials, in accordance with the published certificate regulations. The actual obtaining of a certificate is therefore looked upon as a mere matter of form. This is not a safe attitude, however. The superintendents do not have on file complete official records of the school credits of the teachers, nor can the superintendents be sure that they are applying the rules as they are being applied by the State Department. Every teacher in the counties should hold a valid certificate, even if it is only a provisional one.

It is only in this way that there can be any assurance that all the teachers are being treated alike in that they are required to meet the various certificate and renewal requirements and are paid in accordance with their preparation. The present situation results in penalizing some of the more conscientious teachers who have not yet met the full requirement for a regular certificate and, frequently, in placing a premium on a teacher's ignoring her certificate standing.

Provisionally Certificated High School Teachers

The practice in some of the counties of employing year after year the same teachers on provisional certificates is one which should be discontinued as far as practicable. A number of these teachers are too far short of the requirement to qualify within a reasonable time unless they spend a year, or several years, in study. Some of them have not even attended summer school at frequent intervals and are apparently counting upon being retained indefinitely with far less than the minimum preparation regarded by the law as adequate for the positions they hold.

While some of the provisionally certificated teachers doubtless have a natural aptitude for teaching, there is no reason to assume that applicants who have met the legal scholastic requirements do not likewise qualify from the standpoint of ability and personality. With the increased salaries now being paid the high school teachers, it should be possible to fill the secondary schools with instructors who meet the requirements, or almost meet them.

Of the 687 high school teachers in the State in 1922-23, 188 worked on provisional certificates, and probably as many as 50 more, who had no certificates at all, should have been issued provisional ones. This means that almost 35 per cent of the secondary school teachers did not qualify. Such a situation must inevitably be reflected in the work of the high schools and should be remedied.

A careful check of the 754 white high school teachers in October, 1923, reveals that 223, or 29.6 per cent, hold provisional certificates. A large proportion of these are teachers of special subjects, who constitute one-fourth of the total staff. The proportion of provisionally certificated teachers varies from 0 in St. Mary's county to over three-fifths in Frederick. (See Table 36.)

TABLE 36.

PER CENT. OF PROVISIONALLY CERTIFICATED HIGH SCHOOL TEACHERS, 1923 AND 1924.

County	Total No. of Principals and Teachers Oct. 1923	Per Cent. Holding Provisional Certificates	
		Jan. 1923	Oct. 1923
County Average	754	27.1	29.6
St. Mary's	1	0.0	0.0
Baltimore	63	12.2	12.7
Calvert	7	20.0	14.3
Dorchester	28	36.0	14.3
Kent	22	31.8	18.2
Carroll	57	24.5	19.4
Wicomico	41	22.5	19.5
Talbot	26	29.1	23.1
Howard	17	21.4	23.5
Charles	4	33.3	25.0
Harford	34	24.3	26.5
Somerset	25	20.0	30.0
Cecil	33	12.9	30.3
Anne Arundel	25	38.1	32.0
Caroline	28	29.6	32.1
Prince George's	40	32.5	32.5
Worcester	39	30.0	33.3
Montgomery	33	22.2	36.4
Washington	47	30.0	40.4
Garrett	22	38.1	40.9
Allegany	77	28.2	44.2
Queen Anne's	24	45.8	58.3
Frederick	61	28.4	62.5

Number of Certificates Issued

The number of certificates issued in 1921-22 and 1922-23, if interpreted in the light of certain special conditions, is a fairly accurate indication of certificate progress in the State. The tabulation follows:

TABLE 37.

Grade of Certificate	Number of Certificates Issued December 1 to November 30.		
	1921-22	1922-23	Increase or Decrease
Administration and Supervision—			
Administration and Supervision	4	0	— 4
Elementary Supervision	9	5	— 4
Helping Teacher	10	4	— 6
High School—			
Principal	7	12	+ 5
Academic	151	213	+ 62
Special	30	37	+ 7
Vocational	24	6	— 18
Junior	6	6	0
Elementary School—			
Principal	43	18	— 25
First Grade	370	543	+173
Second Grade	325	288	— 37
Third Grade	214	120	— 94

The figures in connection with the administrative and supervisory certificates are not significant, because such certificates are issued only when there are changes in or additions to the administrative forces in the counties, and because certificates have not yet been issued to some of the supervisors and helping teachers who have just entered the service.

Eight of the twelve high school principals' certificates issued in 1922-23 were granted to Maryland principals who had already had charge of first group high schools and had just completed their preparation for the principals' certificates.

There was an increase of sixty-two, or more than 41 per cent, in the number of high school academic certificates, and an increase of seven, or 23 1/3 per cent, in the number of special high school teachers' certificates. The academic certificates are issued not only to applicants who are expecting to teach immediately in the county high schools, but to any graduates of Maryland colleges who have had the required work in Education. Every year some of these graduates do not use their certificates in Maryland. They enter into the figures for both years, however, and the large increase in the number of high school certificates issued in 1923 should mean a decided improvement in the high school teaching staff of the State in 1923-24.

The decrease in the number of vocational certificates is due to th fact that there were few changes in the vocational teaching staff.

The decrease in the number of elementary school principals' certifi cates is probably due to the same cause and to the fact that an unusua number of elementary school principals who had already been in ser vice previous to 1921-22 applied during that year for certificates.

The large number of normal school graduates in 1923 and the un precedented influx of first grade colored teachers from outside th State (a result of the efforts of the State Supervisor of Colored Schools) raised the number of first grade certificates issued by 46.7 per cent.

The number of second and third grade certificates was considerably lower during the second year considered. This, as indicated before was because the need for teachers who were not normal school graduates was not so great, and it was therefore possible to raise the examination standards. Also some of the high school graduates who might have applied for second grade certificates were fortunately induced to enter the normal schools.

Suggestions for Improvement

While the certification of Maryland teachers, a direct index of their qualifications, is obviously improving, there are three lines along which there is definite need for progress.

1. The teachers with the lower grades of certificates should be encouraged in every possible way to raise the grades of their certificates. One of the best ways for a second-grade teacher to do this is to take the senior year at one of the normal schools as soon as she can present credit for the equivalent of a year, or three-quarters of a year, beyond the requirement for a second grade certificate. Some of the counties may be able to help finance such teachers who could otherwise not afford the year's leave of absence, even though the expenses at the normal school are nominal.

2. The number of *regularly* certificated teachers should be increased as rapidly as possible. In some instances this may be done by persuading the provisionally certificated teachers to qualify for regular certificates. Unwillingness to do this shows a lack of professional spirit, which indicates that the provisionally certificated teacher concerned might well be dropped. An effort to secure qualified teachers early in the spring and summer for the following year should, in most cases, be successful. The State Department of Education is glad to co-operate with the superintendents in obtaining qualified teachers for vacancies and for new positions.

3. There should be an immediate and marked improvement in the proportion of teachers who hold *valid certificates*. Some of the superintendents pay only provisional teachers' salaries pending the settlement of the certificate status of the new teachers. The salary is adjusted when the certificate is issued. If a superintendent objects to following this practice, he might let it be understood that there would be a temporary (or permanent, if the results necessitated it) reduction in salary if, after a certain date, a teacher had failed to have her certificate status determined. Either method would impress upon the teachers their own responsibility for seeing that they are properly certificated and the vital importance of doing so.

The State Department willingly checks over the lists of teachers about whose certificate status any superintendent is doubtful.

TEACHING EXPERIENCE OF MARYLAND COUNTY TEACHERS

Four hundred white elementary teachers and 138 white high school teachers were having their first teaching experience in Maryland counties during the school year ending in July, 1923. Thus nearly one-fifth of the rural teachers and one-twelfth of the teachers in graded elementary schools, one-fifth of the high school teachers, and over one-seventh of the colored teachers were new recruits to the profession.

One half of last year's white rural and high school teachers and over one-fourth of the graded elementary school teachers had less than four years' experience. (See Table 38 and Charts AA and BB.)

CHART AA

YEARS OF TEACHING EXPERIENCE OF 3,038 COUNTY WHITE ELEMENTARY SCHOOL TEACHERS IN RURAL SCHOOLS (1,603) AND IN GRADED SCHOOLS (1,435) IN SERVICE JANUARY, 1923, EXPRESSED IN PERCENTAGES

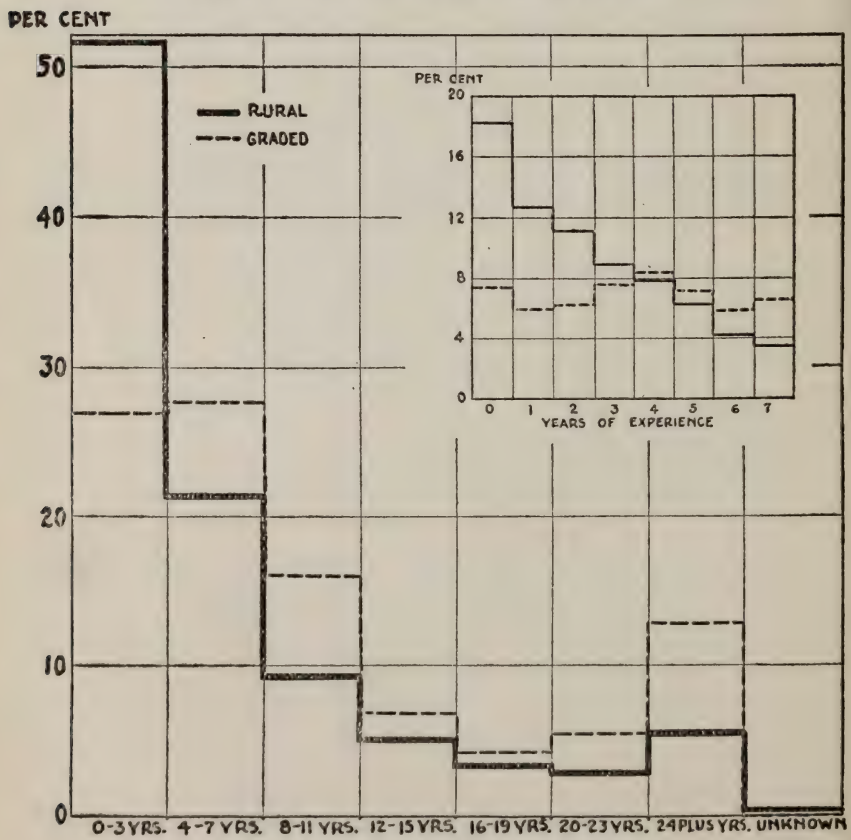
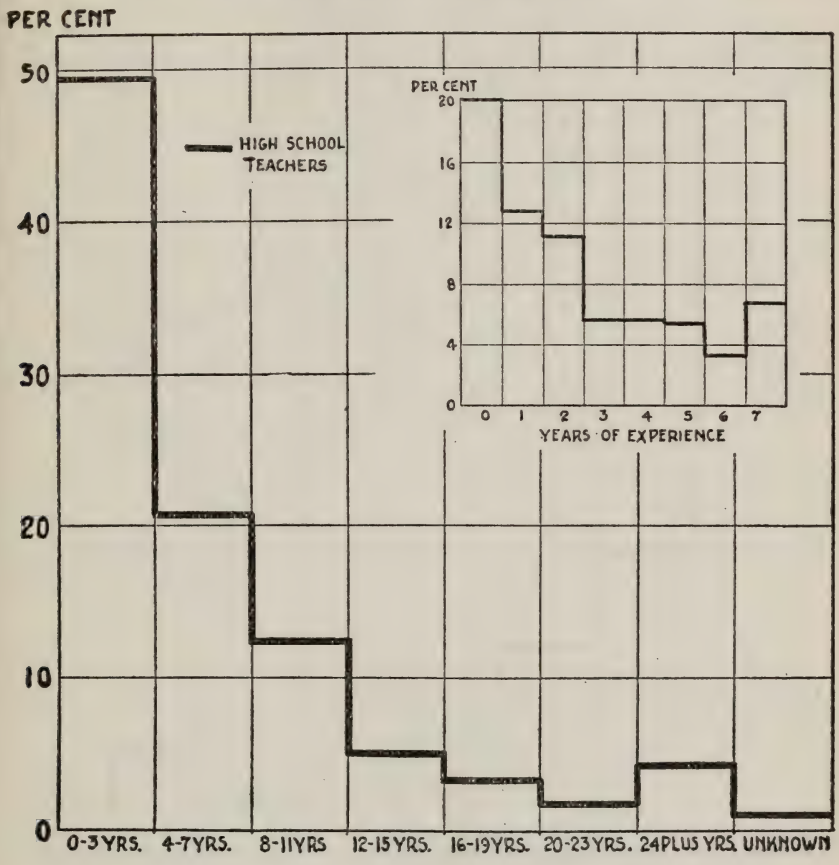


CHART BB

YEARS OF TEACHING EXPERIENCE OF 687 WHITE HIGH SCHOOL TEACHERS IN MARYLAND COUNTIES IN SERVICE JANUARY, 1923, EXPRESSED IN PERCENTAGES

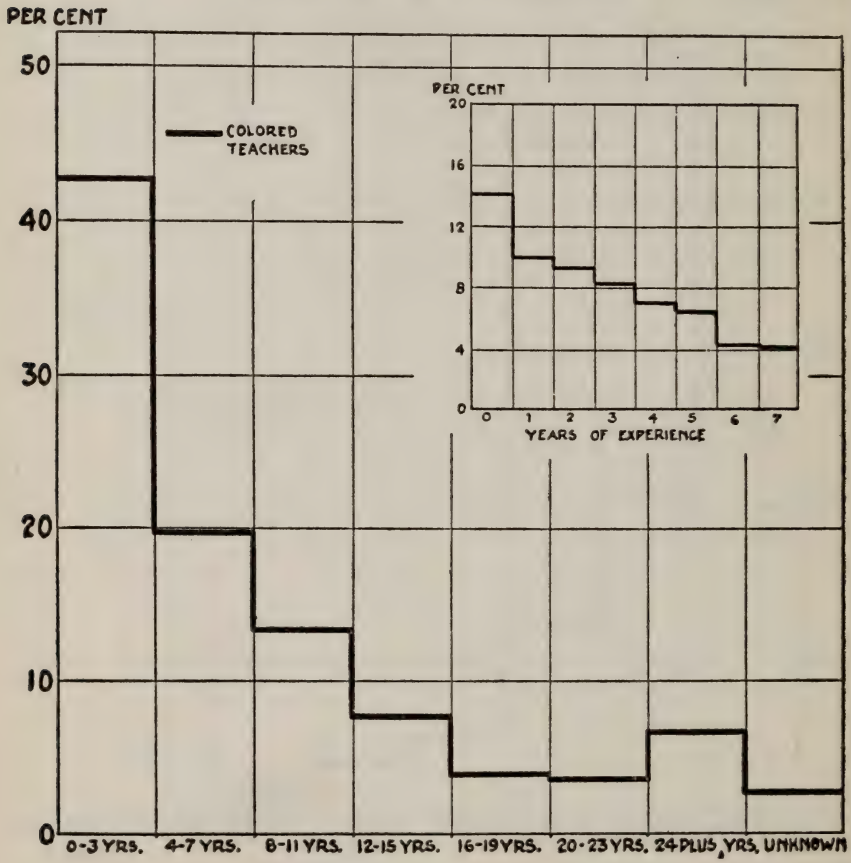


The large chart shows the per cent of teachers with experience of from 0-3 years, 4-7 years, etc. In the upper right hand corner is shown by single years (0, 1, 2, 3, 4, 5, 6, and 7) the per cent of teachers who have had less than eight years' experience.

It will be noted that the curve for the white rural school teachers and high school teachers is practically the same. The numbers pile up in the early years of experience. The graded schools have a pretty constant number of teachers having the various years of experience

CHART CC

YEARS OF TEACHING EXPERIENCE OF 738 MARYLAND COUNTY COLORED TEACHERS IN SERVICE JANUARY, 1923, EXPRESSED IN PERCENTAGES



up to the eighth year. The inexperienced elementary teachers learn how to do the teaching job in the rural schools and then are transferred to the town schools, which are usually larger, well built structures and appear more desirable in making possible wider social contacts. It is to counteract this tendency to leave the rural schools that the minimum State salary schedule of 1922 provides that normal school graduates who are in charge of one- and two-teacher rural schools shall be paid $100 more than they would receive in graded schools.

TABLE 38.

YEARS OF TEACHING EXPERIENCE OF MARYLAND COUNTY TEACHERS IN SERVICE JANUARY, 1923.

YEARS OF EXPERIENCE	Number of Teachers in				Per Cent of Teachers in			
	White Schools			Colored Schools	White Schools			Colored Schools
	Rural	Graded	High		Rural	Graded	High	
0	293	106	138	112	18.3	7.4	20.1	15.2
1	216	83	88	73	13.5	5.8	12.8	9.9
2	178	91	76	69	11.1	6.3	11.1	9.4
3	141	106	38	60	8.8	7.4	5.5	8.2
4	125	119	38	51	7.8	8.3	5.5	6.9
5	99	102	37	33	6.2	7.1	5.4	4.5
6	66	83	23	32	4.1	5.8	3.3	4.2
7	54	93	45	30	3.4	6.5	6.6	4.1
0–3	828	386	340	314	51.7	26.9	49.5	42.7
4–7	344	397	143	146	21.5	27.7	20.8	19.7
8–11	149	228	85	98	9.3	15.9	12.4	13.3
12–15	83	97	34	56	5.2	6.8	5.0	7.6
16–19	52	60	23	29	3.2	4.2	3.3	3.9
20–23	47	81	12	26	2.9	5.6	1.7	3.5
24 or more	93	185	43	49	5.8	12.9	6.3	6.6
Unknown	7	1	7	20	.4	0.0	1.0	2.7
Total	1,603	1,435	687	738	100.0	100.0	100.0	100.0
Median Years of Experience	3.8	7.3	4.1	5.1				
Lower Quartile Point	1.5	3.7	1.4	2.0				
Upper Quartile Point	8.8	14.7	9.5	11.8				

How the Counties Hold Their Teachers.

In the city school systems of the country, with favorable conditions, the median teaching experience is from seven to eight years. In the average Maryland county we find it 7.3 years in the white graded schools, but only 3.8 years in the white rural schools. Only in Anne Arundel and St. Mary's* counties do the rural school teachers have more experience than the graded school teachers. The median experience in rural schools varies from 2 years in Garrett, with the least well-trained staff, to 7 years in Baltimore County, with the best-trained staff. (See Chart DD.)

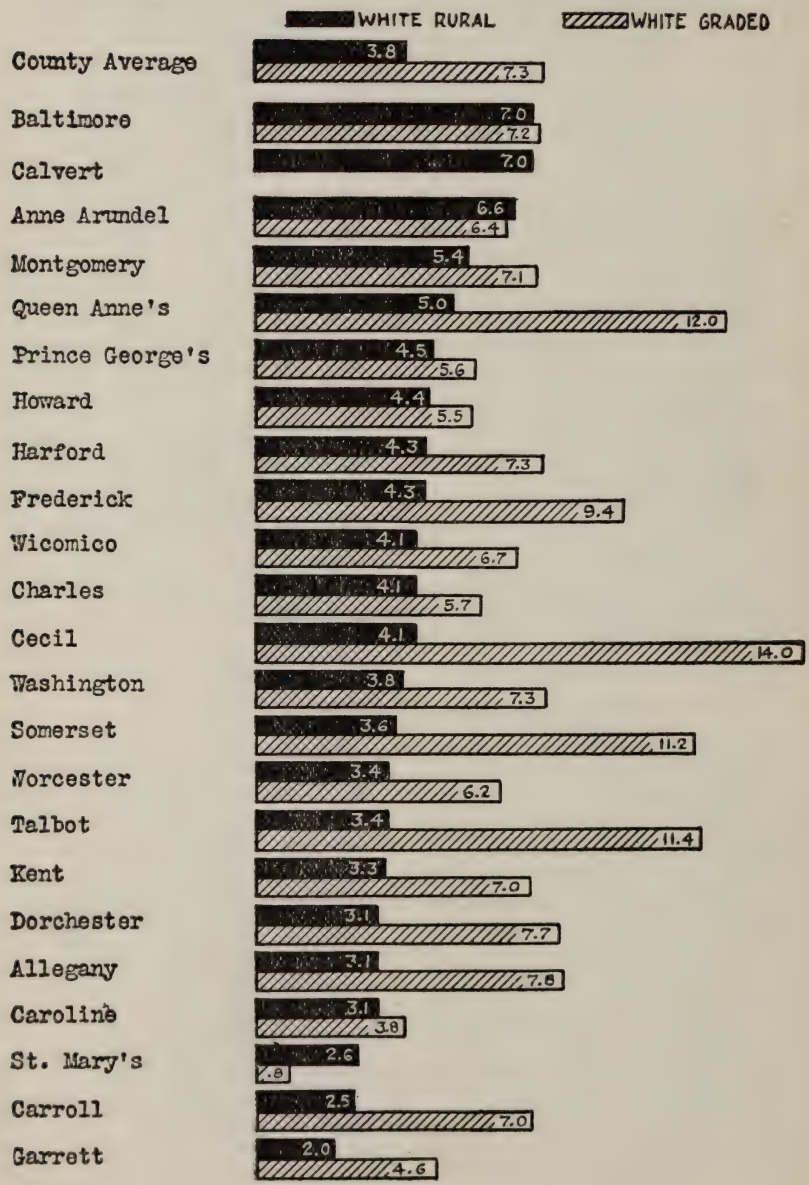
In the graded schools the variation is from .8 years in St. Mary's, which has only one graded school, newly organized, to 14 years in Cecil, which has special salary legislation affecting the situation.

On the whole the counties with the best trained staffs and the highest salary schedules hold their teachers best.

*Only one graded school, recently organized.

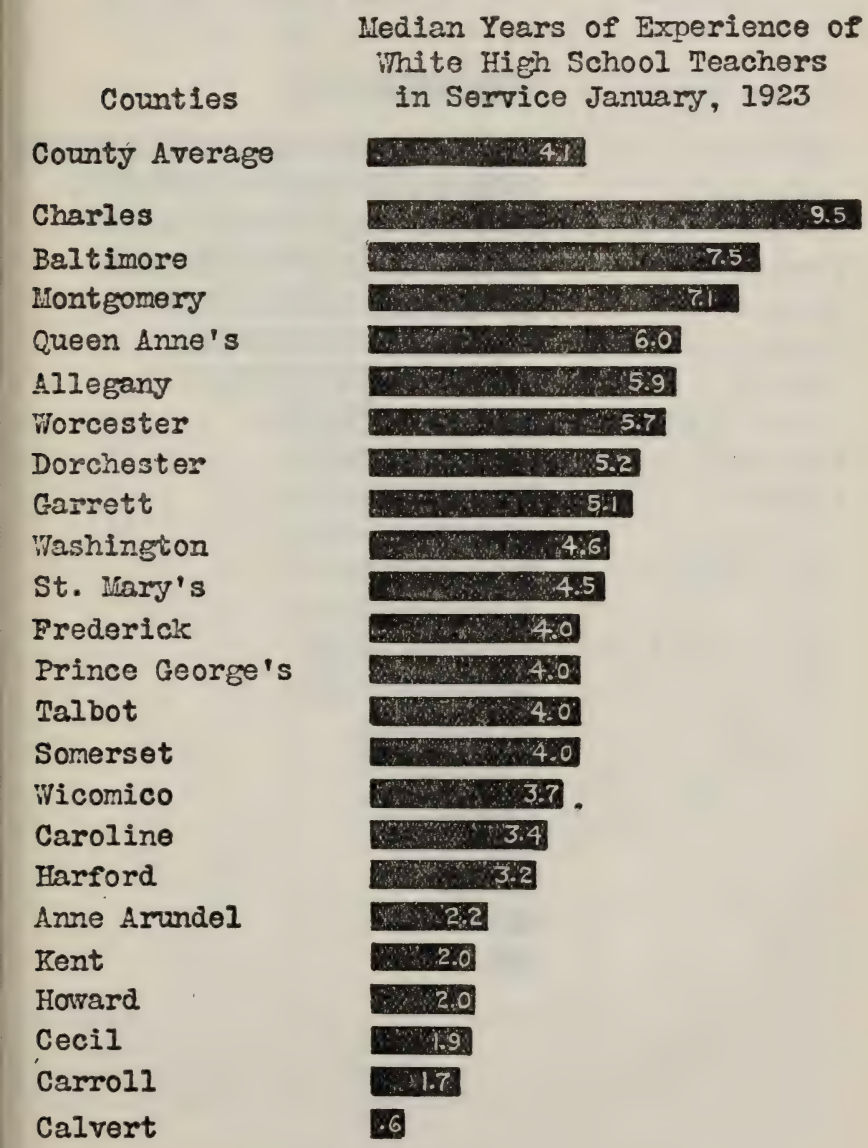
CHART DD

Median Years of Experience of White Elementary School Teachers in Service January, 1923



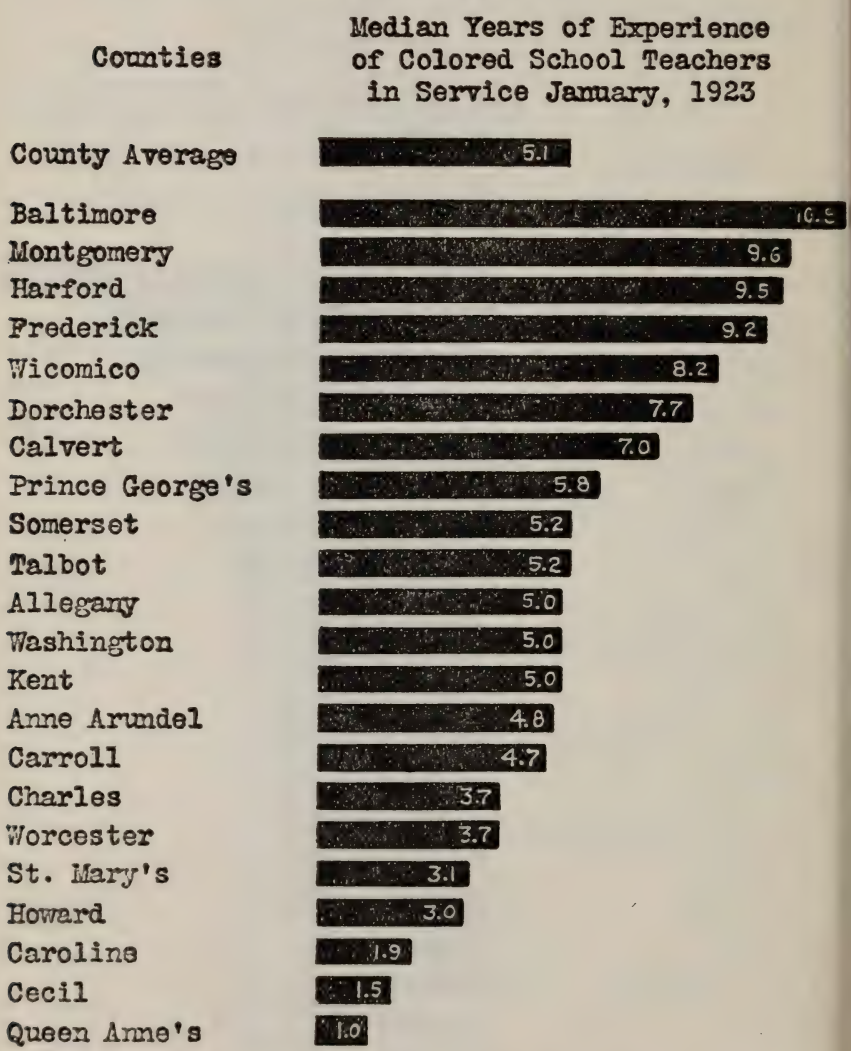
The high schools show conditions very little better than the rural schools—the median experience being 4.1 years and the range in the counties running from .6 years in Calvert to 9.5 years in Charles, which has a federal subsidy for its school at Indian Head. Baltimore and Montgomery, with good salary schedules, rank next to Charles. (See Chart EE.)

CHART EE



Similar facts for colored schools indicate a median experience of five years and a variation from one year in Queen Anne's at the foot of the list, to 10.8 years in Baltimore, at the top. (See Chart FF.)

CHART FF



The per cent of county teachers in the various types of schools who have had less than four years' experience is shown in Table 39, in which the counties with the lowest percentage of inexperienced teachers are ranked first. The rank of each county in median years of experi-

TABLE 39.

PER CENT. OF MARYLAND COUNTY TEACHERS IN SERVICE, JANUARY, 1923, HAVING LESS THAN FOUR YEARS' TEACHING EXPERIENCE.

White Rural Schools		White Graded Schools		White High Schools		Colored Schools	
COUNTY	Per Cent. with Less than 4 Years' Experience	COUNTY	Per Cent. with Less than 4 Years' Experience	COUNTY	Per Cent. with Less than 4 Years' Experience	COUNTY	Per Cent. with Less than 4 Years' Experience.
County Average	51.7	County Average	26.9	County Average	49.5	County Average	42.7
Baltimore	27.7	Queen Anne's	5.0	St. Mary's	0	Montgomery	21.6
Anne Arundel	29.1	Talbot	11.8	Baltimore	28.6	Baltimore	22.2
Queen Anne's	36.0	Cecil	12.2	Montgomery	33.3	Harford	23.1
Calvert	36.1	Somerset	12.8	Charles	33.3	Frederick	27.0
Montgomery	38.3	Charles	14.3	Allegany	33.8	Allegany	30.0
Howard	44.2	Dorchester	18.6	Queen Anne's	37.5	Dorchester	31.5
Prince George's	45.1	Allegany	20.3	Washington	40.0	Wicomico	34.1
Harford	46.7	Montgomery	21.9	Worcester	42.5	Carroll	36.4
Frederick	48.2	Wicomico	23.3	Garrett	42.9	Prince George's	36.7
Wicomico	48.2	Frederick	23.5	Dorchester	44.0	Somerset	37.8
Charles	48.3	Harford	23.8	Frederick	50.0	Anne Arundel	40.0
Cecil	49.2	Washington	24.2	Prince George's	50.0	Calvert	41.7
Washington	50.5	Kent	26.7	Talbot	50.0	Washington	41.7
Somerset	55.3	Worcester	27.5	Somerset	50.0	Kent	43.7
Kent	56.2	Baltimore	32.5	Wicomico	52.5	Talbot	45.7
Worcester	59.2	Prince George's	34.7	Anne Arundel	57.1	Charles	51.3
Talbot	63.0	Howard	38.1	Harford	57.6	Worcester	54.7
St. Mary's	63.2	Carroll	40.3	Caroline	59.3	Howard	55.5
Dorchester	63.6	Anne Arundel	40.8	Kent	63.6	St. Mary's	60.0
Allegany	63.6	Garrett	41.9	Cecil	71.0	Cecil	72.2
Caroline	64.4	Caroline	51.4	Carroll	77.5	Queen Anne's	80.8
Garrett	67.7	St. Mary's	60.0	Howard	78.6	Caroline	89.2
Carroll	68.1			Calvert	100.0		

ence and in per cent of teachers with less than four years of experience is given in Table 40. By studying the facts each county may see what its difficulties are in holding teachers in its schools.

TABLE 40.

RANK OF MARYLAND COUNTIES, JANUARY, 1923.

COUNTY	In Median Years of Experience.				In Per Cent. of Teachers With Experience Less Than Four Years.			
	White Rural Schools.	White Graded Schools.	White High Schools.	Colored Schools.	White Rural Schools.	White Graded Schools.	White High Schools.	Colored Schools
Allegany	19	6	5	11	20	7	5	5
Anne Arundel	3	15	18	14	2	19	16	11
Baltimore	1	10	2	1	1	15	2	2
Calvert	2	..	23	7	4	..	23	12
Caroline	20	21	16	20	21	21	18	22
Carroll	22	13	22	15	23	18	21	8
Cecil	12	1	21	21	12	3	20	20
Charles	11	17	1	16	11	5	4	16
Dorchester	18	7	7	6	19	6	10	6
Frederick	9	5	11	4	9	10	11	4
Garrett	23	20	8	..	22	20	9	..
Harford	8	9	17	3	8	11	17	3
Howard	7	19	20	19	6	17	22	18
Kent	17	12	19	13	15	13	19	14
Montgomery	4	11	3	2	5	8	3	1
Prince George's	6	18	12	8	7	16	12	9
Queen Anne's	5	2	4	22	3	1	6	21
St. Mary's	21	22	10	18	18	22	1	19
Somerset	14	4	14	9	14	4	14	10
Talbot	16	3	13	10	17	2	13	15
Washington	13	8	9	12	13	12	7	13
Wicomico	10	14	15	5	10	9	15	7
Worcester	15	16	6	17	16	14	8	17

SEX AND TURNOVER OF COUNTY TEACHERS

Of the 3,063 white elementary school teachers and principals in 1923, 287, or 9.4 per cent, were men. The only counties increasing the number of men teachers were Washington and Garrett. The turnover in the total elementary school staff between September, 1922, and June, 1923, was 6.7 per cent. (See page 219 for the number of men teaching in undivided counties.)

Approximately 37 per cent, 253 of the 687 white high school teachers, were men, and the average turnover in the high school staff from September to June was 5.2 per cent.

In the colored schools, 135, or 18.3 per cent, of the county teachers were men. The average turnover between September and June for colored men and women teachers was 9.6 per cent, 2.6 per cent more than last year. Kent, Dorchester, Worcester, Talbot, Somerset, Queen Anne's, Montgomery, and Prince George's show a much greater turnover than for the previous year.

TABLE 41.

Type of School	Total No. of Teachers	No. of Men Teachers	Per Cent of Men Teachers	Total No. of Teachers Employed to Keep Positions Filled	Per Cent of Turnover
White High	687	253	36.9	723	5.2
White Elementary	3,063	287	9.4	3,268	6.7
Colored	738	135	18.3	809	9.6

SUMMER SCHOOL ATTENDANCE IN 1923 BY MARYLAND COUNTY TEACHERS

Over 1000 white and 150 colored teachers from Maryland counties attended summer schools in 1923. Over 200 white elementary teachers attended the Towson Normal Summer School, 170 the University of Maryland, 130 Johns Hopkins University, and 113 the Frostburg Normal Summer School. Columbia University had 59 white elementary teachers from Maryland, and the Universities of Virginia and Delaware more than 30 each. (See Table 42.)

Of the 254 white high school teachers of the State attending summer schools, the largest number went to Hopkins, Columbia, the University of Maryland, and the University of Virginia.

Morgan College, Bowie Normal, and Hampton Institute gave instruction to two-thirds of the Maryland colored summer school attendants.

Nearly 44 per cent of the white elementary teachers at summer school held first grade certificates, 39 per cent held second grade certificates, and 17 per cent third grade certificates. The number going from each county is given in Table 43.

TABLE 42.

SUMMER SCHOOLS ATTENDED BY MARYLAND TEACHERS, 1923, AS REPORTED BY COUNTY SUPERINTENDENTS.

SCHOOL	Elementary School Teachers				High School Teachers	Total Number of Teachers
	First Grade	Second Grade	Third Grade	All Elementary		
WHITE						
University of Maryland	64	72	34	170	48	218
Towson Normal School	40	120	46	206	—	206
Johns Hopkins University	90	32	8	130	69	199
Columbia University	56	3	—	59	55	114
Frostburg Normal School	29	39	45	113	—	113
University of Virginia	24	10	1	35	25	60
University of Delaware	9	21	4	34	6	40
George Washington University	6	1	1	8	6	14
University of Pennsylvania	4	2	—	6	7	13
University of West Virginia	6	1	—	7	4	11
Shepardstown Normal School	3	5	1	9	—	9
Temple University	—	1	—	1	7	8
Cornell University	2	—	—	2	4	6
32 Other Schools *	23	9	2	34	23	57
Total	356	316	142	814	254	1,068
COLORED						
Morgan College	16	28	4	48	1	49
Bowie Normal	1	8	20	29	—	29
Hampton Institute	13	8	4	25	1	26
Princess Anne Academy	2	6	3	11	—	11
Dover College	1	5	4	10	—	10
Columbia University	4	—	—	4	3	7
13 Other Schools *	8	6	3	17	2	19
Total	45	61	38	144	7	151

* Each of these schools had less than five attendants from Maryland public elementary and high schools.

COUNTY	WHITE TEACHERS ATTENDING SUMMER SCHOOL IN 1923 HOLDING CERTIFICATES OF THE FOLLOWING GRADES												COLORED TEACHERS ATTENDING SUMMER SCHOOL IN 1923 HOLDING CERTIFICATES OF THE FOLLOWING GRADES							
	First Grade		Second Grade		Third Grade		Total Elementary		High School		Grand Total White		First Grade	Second Grade	Third Grade	Total Elementary		High School	Grand Total Colored	
	Reg.	Prov.	Reg.	Prov.	Reg.	Prov.	Reg.	Prov.	Reg.	Prov.	Reg.	Prov.				Reg.	Prov.		Reg.	Prov.
Allegany	82	—	26	—	9	—	117	1	26	—	143	1	3	—	—	3	—	1	4	—
Anne Arundel	15	2	12	—	1	2	28	4	3	—	31	4	1	—	—	1	—	—	1	—
Baltimore	50	3	2	—	—	—	52	3	21	2	73	5	1	1	—	2	—	—	2	—
Calvert	4	—	—	—	5	—	9	—	4	—	13	—	—	—	—	—	—	—	—	—
Caroline	7	—	9	—	3	—	19	—	4	5	23	5	1	2*	1	3	1	1*	3	2
Carroll	12	—	13	5	9	2	34	7	8	9	42	16	—	1	2*	2	1	—	2	1
Cecil	11	—	27	1	2	1	40	2	12	2	52	4	2	1	—	3	—	—	3	—
Charles	5	—	10	2	5	1	20	3	2	1	22	4	4	3	3**	8	2	—	8	2
Dorchester	3	—	13	—	6	—	22	—	11	1	33	1	2	1	6**	7	2	—	7	2
Frederick	19	—	24	2	3	1	46	3	13	3	59	6	2**	1*	2*	1	4	—	1	4
Garrett	6	4	7	3	11	24	24	31	3	3	27	34	—	—	—	—	—	—	—	—
Harford	6	1	15	1	9	—	30	2	6	4	36	6	3	2	—	5	—	—	5	—
Howard	5	—	7	—	5	—	17	—	5	2	22	2	—	3*	2	4	1	—	4	1
Kent	9	—	14	1	1	—	24	1	4	2	28	3	—	4	—	4	—	1	5	—
Montgomery	23	—	4	4	4	1	31	5	11	3	42	8	2	2	2	6	—	—	6	—
Prince George's	21	—	20	1	6	—	47	1	8	4	55	5	9	6*	4*	17	2	—	17	2
Queen Anne's	3	—	6	—	—	—	8	—	4	2	12	2	—	1	—	1	—	—	1	—
St. Mary's	2	—	5	—	7	2	15	2	1	—	16	2	2	3	4	9	—	—	9	—
Somerset	10	—	10	2	4	1	24	3	7	4	31	7	2	10***	7**	14	5	1*	14	6
Talbot	12	—	9	—	—	—	21	—	9	3	30	3	7	7	2	16	—	—	16	—
Washington	20	—	33	2	6	1	59	3	5	—	64	3	2	—	—	2	—	—	2	—
Wicomico	15	1	16	1	2	—	33	2	15	5	48	7	—	10	—	10	—	3	13	—
Worcester	5	—	9	—	6	1	20	1	14	3	34	4	2	3	3*	7	1	—	7	1
Total	345	11	291	25	104	38	740	74	196	58	936	132	45	61	38	125	19	7	130	21

* Each asterisk represents a teacher holding a provisional certificate.

AVERAGE NUMBER BELONGING PER TEACHER

White High Schools

On the average there is one high school teacher in the counties for every twenty pupils belonging to the white high schools. One county, however, has a teacher for each twelve pupils (Kent), and another at the opposite extreme has one for each twenty-nine pupils (Washington). In comparison with the prevailing practice in Maryland, some of the Kent County high schools were overstaffed and some of the Washington County schools were understaffed. (See Chart CC.)

In order that each superintendent may see how the teaching staff in the county high schools correlates with the size of the average school membership, the facts have been tabulated in Table 44. Schools which have an exceptionally large or small number of teachers for the number of pupils are noted and listed in the footnotes.

For example, of the twenty-one first group schools having an average membership of fifty-one to seventy-five, four had three teachers, thirteen had four teachers, three had five teachers, and one (Rock Hall) had six teachers. The presence of so large a staff in Rock Hall certainly calls for an explanation. (For individual high schools see pages 232-237.)

CHART GG

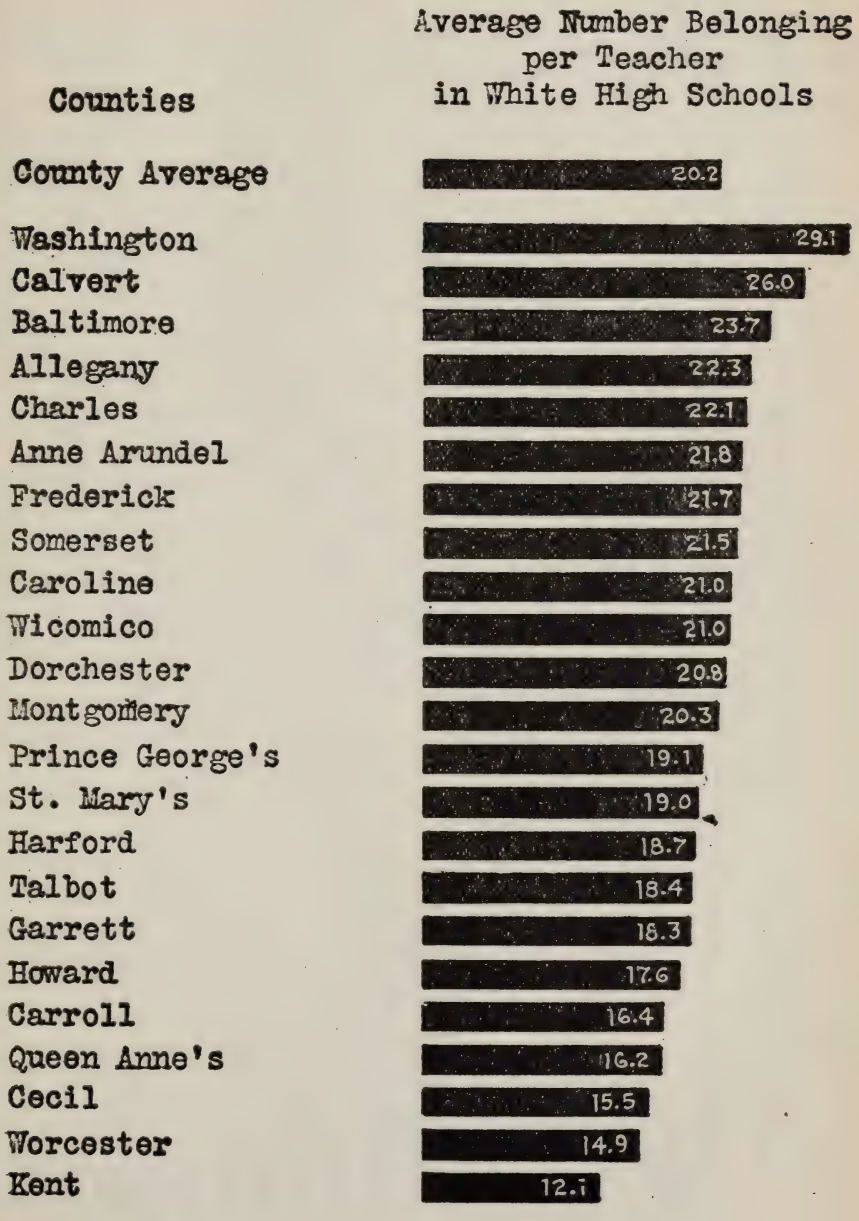

Counties
Average Number Belonging per Teacher in White High Schools
County Average
20.2
Washington
29.1
Calvert
26.0
Baltimore
23.7
Allegany
22.3
Charles
22.1
Anne Arundel
21.8
Frederick
21.7
Somerset
21.5
Caroline
21.0
Wicomico
21.0
Dorchester
20.8
Montgomery
20.3
Prince George's
19.1
St. Mary's
19.0
Harford
18.7
Talbot
18.4
Garrett
18.3
Howard
17.6
Carroll
16.4
Queen Anne's
16.2
Cecil
15.5
Worcester
14.9
Kent
12.1

TABLE 44.

RELATION OF TEACHING STAFF IN HIGH SCHOOLS TO SIZE OF ENROLLMENT FOR YEAR ENDING JULY 31, 1923

Average Number Belonging	Number of First Group High Schools Having Following Number of Teachers															Total No. of Schools
	3	4	5	6	7	8	9	10	11	12	13	14	15	16	Over 16	
26- 40	7															7
41- 50	8	4a														12
51- 75	4	13	3b	1c												21
76-100	1k	6	5													12
101-125	1s		2	1	1d											5
126-150				4	4	1e										9
151-175					2		2f		1g							5
176-200						2	2									4
201-225							2									2
226-250					1m											1
251-275									1	1				1h		3
276-300										1						1
301-325																
326-350											1p	1				2
351-375								1n	1o		1r			1		4
376-400														1		1
Over 400															3j	3
Total	21	23	10	6	8	3	6	1	3	2	2	1	1	2	3	92

Average Number Belonging	Number of High Schools Having Following Number of Teachers						Colored Schools Having Following Staff					
	Second Group			Third Group			First Group		Second Group		Third Group	Total
	2	3	Total	1	2	Total	4	5	2	4	1	
1-15				6	1	7					1	1
16-25	2	2	4	13		13			1		1	2
26-40	11	3	14	4		4	1		1			2
41-50	3	2	5						1			1
51-75	1		1				1	1				2
76 or more		1	1							1		1
Total	17	8	25	23	1	24	2	1	3	1	2	9

Overstaffed First Group Schools

a Clarksville, Galena, Oxford, Stockton.
b Chesapeake City, Barton, Baden.
c Rock Hall.
d Chestertown.
e Centreville.
f Berlin and Snow Hill
g Pocomoke.
h Westminster.

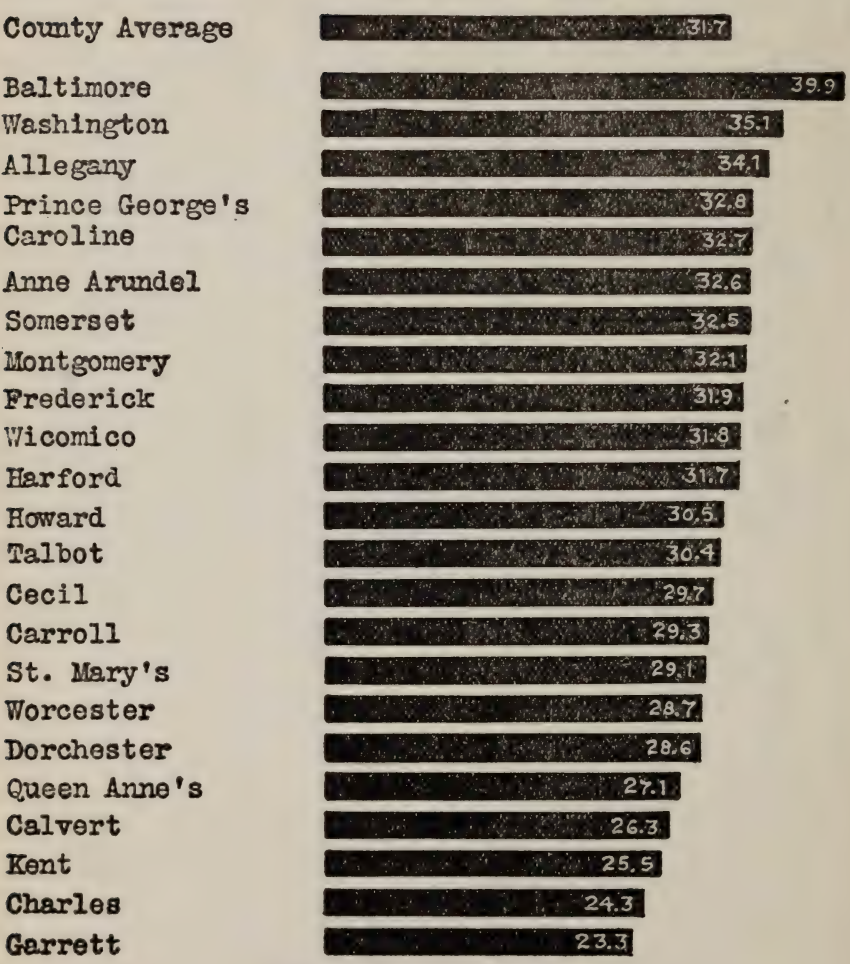
Understaffed First Group Schools

k Hancock.
m Rockville.
n Hagerstown, Girls.
o Hagerstown, Boys
p Catonsville.
r Towson.
s Smithsburg.

j Salisbury 24 teachers, 526 pupils; Frederick 24 teachers, 589 pupils; Cumberland 26 teachers, 686 pupils.

CHART HH

Average Number Belonging per Teacher in White Elementary Schools



White Elementary Schools

The average white elementary class in the counties has for each teacher 31.7 pupils belonging. The variation is great—from 39.9 pupils per teacher in Baltimore County to 23.3 in Garrett. Part of this variation is explained by the varying proportion of rural schools in the dif-

ferent counties. In the larger schools it should be possible to keep the classes more uniform in size than in many of the one-room schools, especially when the latter are in districts thinly populated and geographically isolated. (See Chart HH and Table 46.)

The Larger Graded Schools.

In Baltimore County the larger graded schools have, on the average, 43.5 pupils per teacher. On the other hand, Kent has on the average 30.2 pupils, Carroll 31.5 pupils, and Garrett 32.2 pupils belonging per teacher. The rooms in old buildings have sometimes been built too small to accommodate classes of normal size. Sometimes administrators have been unwilling to combine classes in the larger schools but insist on one grade to a room. In providing for the Equalization Fund, a county is not allowed teachers except in accordance with the following schedule:

TABLE 45.

PRINCIPAL AND NUMBER OF ASSISTANTS NEEDED IN ELEMENTARY SCHOOLS.

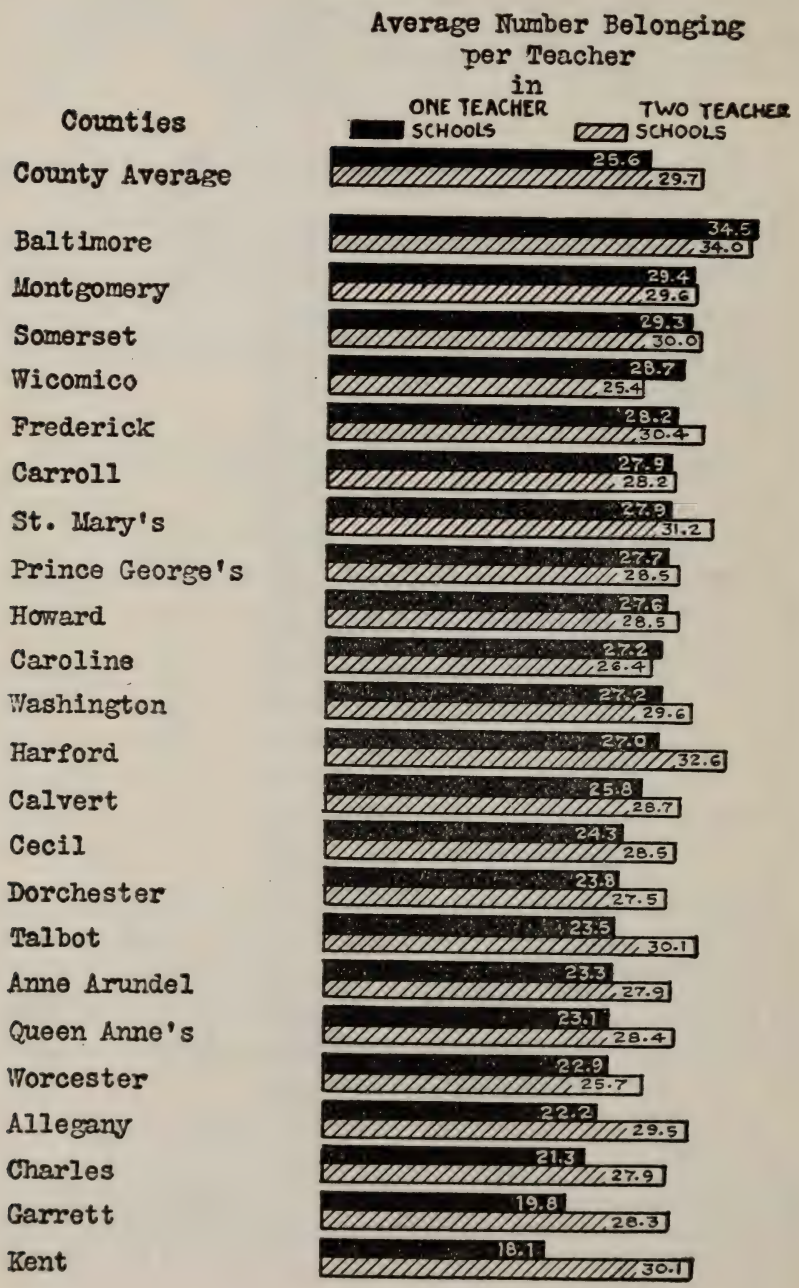
Average attendance	Principal	Assistant
41	1	1
81	1	2
121	1	3
161	1	4
201	1	5
241	1	6
281	1	7
321	1	8

The Rural Schools.

Size of class is one of the largest factors in determining the cost per pupil. It is because classes in one- and two-teacher schools are smaller than in the graded schools that costs in the former are higher, even though as a rule the teachers are poorly trained and inexperienced, and therefore poorly paid. On the average, the graded schools have nearly twelve more pupils per teacher than the one-teacher schools and over seven more than the two-teacher schools.

The average number belonging per teacher in the counties is 25.6 pupils in the one-teacher and 29.7 in the two-teacher schools. Baltimore County has an average of 34 per teacher in both types of schools, while Kent has an average of only 18 in the one-teacher schools, and Wicomico and Worcester have on the average between twenty-five and twenty-six in their two-teacher schools. (See Chart II and Table 46.)

CHART II


Average Number Belonging per Teacher in
ONE TEACHER SCHOOLS
TWO TEACHER SCHOOLS
Counties
County Average 25.6 29.7
Baltimore 34.5 34.0
Montgomery 29.4 29.6
Somerset 29.3 30.0
Wicomico 28.7 25.4
Frederick 28.2 30.4
Carroll 27.9 28.2
St. Mary's 27.9 31.2
Prince George's 27.7 28.5
Howard 27.6 28.5
Caroline 27.2 26.4
Washington 27.2 29.6
Harford 27.0 32.6
Calvert 25.8 28.7
Cecil 24.3 28.5
Dorchester 23.8 27.5
Talbot 23.5 30.1
Anne Arundel 23.3 27.9
Queen Anne's 23.1 28.4
Worcester 22.9 25.7
Allegany 22.2 29.5
Charles 21.3 27.9
Garrett 19.8 28.3
Kent 18.1 30.1

Colored Schools.

The average number belonging per teacher in colored elementary schools is 38.3 pupils, and the variation runs from 27.1 in Cecil to 46.8 in Somerset. In many cases classes are over large because there is a lack of buildings. (See Chart JJ and Table 46.)

CHART JJ

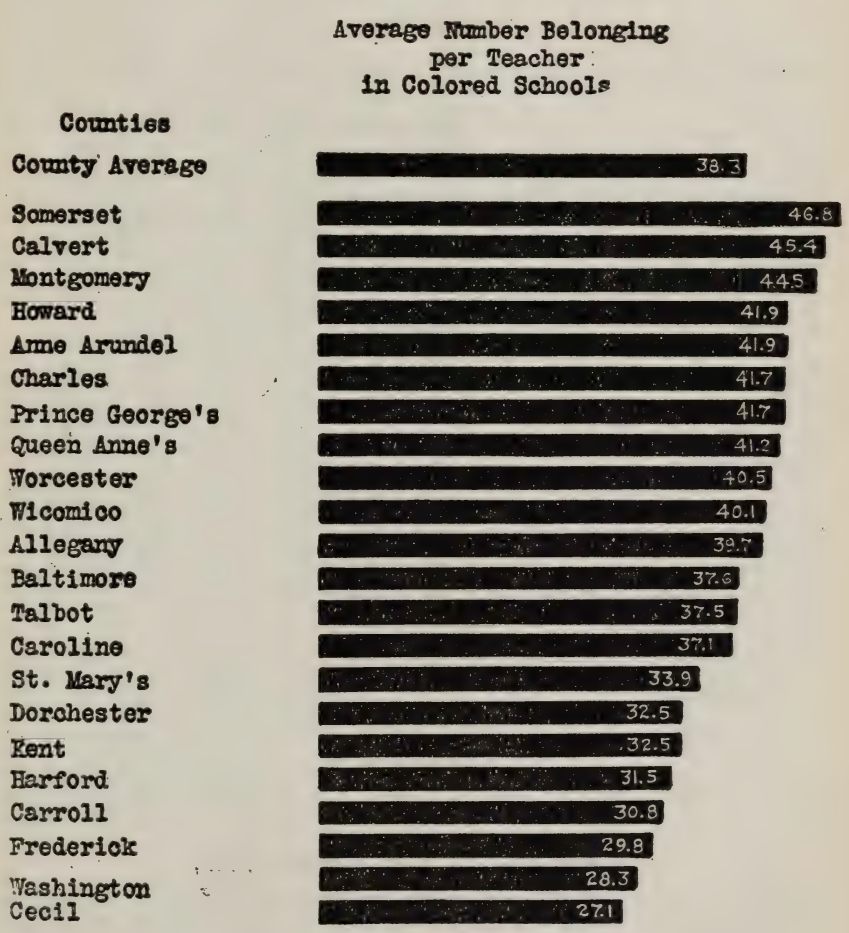


TABLE 46.

AVERAGE NUMBER BELONGING PER TEACHER—1922-23

COUNTY	WHITE ELEMENTARY SCHOOLS				WHITE HIGH SCHOOLS	COLORED ELEMENTARY SCHOOLS	COLORED HIGH SCHOOLS
	One Teacher Schools	Two Teacher Schools	Graded Schools	All Elementary Schools			
County Average	25.6	29.7	37.2	31.7	20.2	38.3	15.2
Allegany	22.2	29.5	37.5	34.1	22.3	39.7	8.8
Anne Arundel	23.3	27.9	37.6	32.6	21.8	41.9	10.8
Baltimore	34.5	34.0	43.5	39.9	23.7	37.6	----
Calvert	25.8	28.7	----	26.3	26.0	45.4	----
Caroline	27.2	26.4	39.7	32.7	21.0	37.1	11.7
Carroll	27.9	28.2	31.5	29.3	16.4	30.8	----
Cecil	24.3	28.5	36.8	29.7	15.5	27.1	----
Charles	21.3	27.9	33.1	24.3	22.1	41.7	9.3
Dorchester	23.8	27.5	34.9	28.6	20.8	32.5	21.5
Frederick	28.2	30.4	36.3	31.9	21.7	29.8	22.0
Garrett	19.8	28.3	32.2	23.3	18.3	----	----
Harford	27.0	32.6	36.9	31.7	18.7	31.5	----
Howard	27.6	28.5	36.1	30.5	17.6	41.9	----
Kent	18.1	30.1	30.2	25.5	12.1	32.5	8.5
Montgomery	29.4	29.6	35.2	32.1	20.3	44.5	----
Prince George's	27.7	28.5	36.1	32.8	19.1	41.7	----
Queen Anne's	23.1	28.4	33.2	27.1	16.2	41.2	----
St. Mary's	27.9	31.2	35.6	29.1	19.0	33.9	----
Somerset	29.3	30.0	35.8	32.5	21.5	46.8	----
Talbot	23.5	30.1	33.4	30.4	18.4	37.5	14.2
Washington	27.2	29.6	40.1	35.1	29.1	28.3	----
Wicomico	28.7	25.4	36.0	31.8	21.0	40.1	26.3
Worcester	22.9	25.7	34.7	28.7	14.9	40.5	----
Baltimore City							
Elementary	----	----	----	34.8	----	38.1	26.7
Junior High	----	----	----	26.5	----	----	----
Vocational	----	----	----	11.9	----	----	----
Total	----	----	----	33.3	26.3	----	----
State Average	----	----	----	32.4	22.0	38.3	22.9

Attendance in One-Teacher Schools

White one-teacher schools having an average attendance of less than 16 increased in number from 305 in 1922 to 338 in 1923. Just under one-third (30.9 per cent) of the one-teacher schools had this small attendance. At the same time 108, or only one-tenth of the one-teacher schools, had an average attendance of more than 30. The number of schools having a small attendance increased by 33, and the number having a large attendance decreased by 14.

Dorchester, Caroline, Calvert, and Anne Arundel decreased the number of small schools by means of consolidation, while Carroll, Garrett, Frederick, Cecil, Allegany, and Worcester increased the number by three or more.

For white schools the counties are listed in the order of the per cent of one-teacher schools having an attendance of less than 16 in 1923—the per cent varying from 6.4 in Howard to 62.5 in Kent.

TABLE 47.

NUMBER AND PER CENT OF WHITE ONE-TEACHER SCHOOLS HAVING AN ATTENDANCE OF LESS THAN 16 AND MORE THAN 30

COUNTY	Number Having Attendance of				Per Cent Having Attendance of			
	Less than 16		More than 30		Less than 16		More than 30	
	1922	1923	1922	1923	1922	1923	1922	1923
County Average	305	338	122	108	27.1	30.9	10.9	9.9
Howard	1	2	3	3	3.2	6.4	9.7	9.7
Baltimore	4	3	16	16	10.0	7.9	40.0	42.1
Wicomico	7	6	11	7	16.3	14.3	25.6	16.7
Montgomery	5	6	5	4	12.8	15.4	12.8	10.3
Caroline	7	5	4	5	21.9	17.2	12.5	17.2
Carroll	6	17	10	7	6.7	17.9	11.1	7.4
Frederick	14	19	16	14	14.1	19.8	16.2	14.6
Washington	16	17	10	8	20.2	21.8	12.7	10.3
Prince George's	7	9	10	8	17.5	25.7	25.0	22.9
Harford	12	14	7	7	23.5	26.9	13.7	13.5
St. Mary's	10	12	6	4	23.3	27.3	14.0	9.1
Somerset	9	8	6	9	34.6	26.7	23.1	30.0
Cecil	11	15	1	2	21.6	30.6	2.0	4.1
Anne Arundel	12	10	1	—	33.3	32.2	2.8	—
Queen Anne's	10	12	1	1	27.0	33.3	2.7	2.8
Talbot	5	6	2	2	27.8	40.0	11.1	13.3
Calvert	14	12	1	4	45.2	40.0	3.2	13.3
Allegany	18	21	4	3	34.6	42.0	7.7	6.0
Dorchester	28	21	2	2	47.5	43.7	3.4	4.2
Worcester	14	17	—	—	41.2	48.6	—	—
Garrett	60	68	3	2	48.0	54.4	2.4	1.6
Charles	21	23	2	—	47.7	56.1	4.5	—
Kent	14	15	1	—	58.3	62.5	4.2	—

One-third of the colored one-teacher schools have an attendance of more than 30, and nearly one-seventh have less than 16. The colored schools are listed in the order of the last column, which shows the per cent of one-teacher schools having an attendance of 30 or more. Most of the cases of excessively large colored schools are due to a lack of an additional room in which to place another colored teacher to reduce congestion. With the opportunity for aid from the Rosenwald Fund in building colored schools, the classes having an average attendance of 40 or more pupils should be reduced.

TAPLE 48.

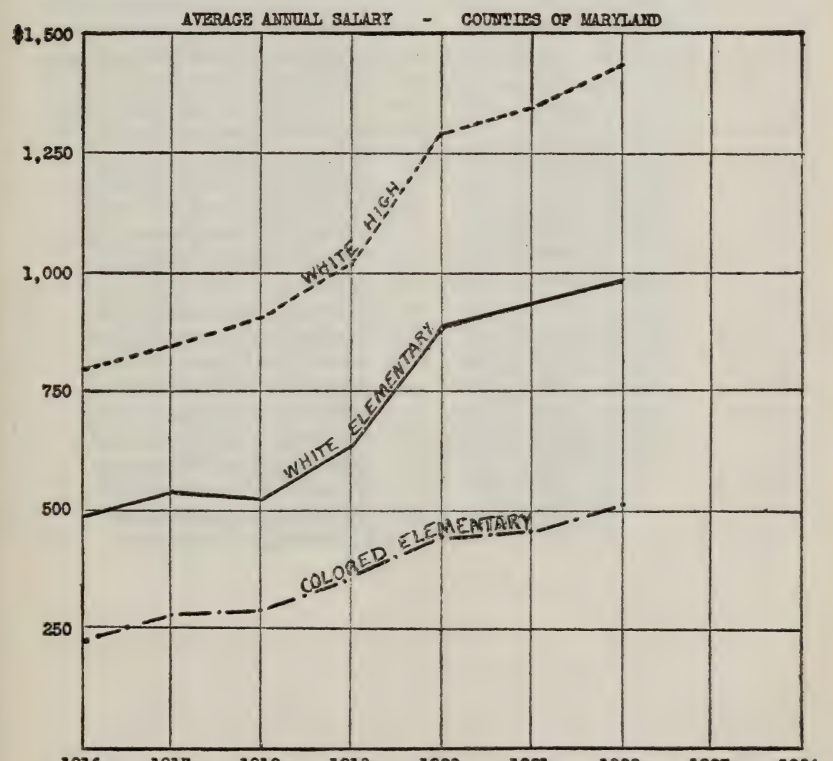
NUMBER AND PER CENT OF COLORED ONE-TEACHER SCHOOLS HAVING AN ATTENDANCE OF LESS THAN 16 AND MORE THAN 30

COUNTY	Number Having Attendance of				Per Cent Having Attendance of			
	Less than 16		More than 30		Less than 16		More than 30	
	1922	1923	1922	1923	1922	1923	1922	1923
County Average	58	55	133	134	14.4	13.7	32.9	33.3
Carroll	3	2	—	—	37.5	25.0	—	—
Cecil	3	4	1	—	27.3	36.3	9.1	—
Washington	4	3	—	—	57.1	42.8	—	—
Kent	1	2	3	1	5.0	10.0	15.0	5.0
Dorchester	6	9	7	3	18.7	28.1	21.9	9.4
Frederick	4	5	2	3	21.1	25.0	10.5	15.0
St. Mary's	5	4	4	4	21.7	16.7	17.4	16.7
Harford	2	3	2	3	15.4	21.4	15.4	21.4
Baltimore	4	3	4	5	17.4	13.6	17.4	22.7
Howard	1	1	6	3	7.7	8.1	46.2	27.3
Charles	7	3	11	9	24.1	10.3	38.0	31.0
Caroline	—	2	4	5	—	13.3	26.7	33.3
Anne Arundel	4	4	13	11	13.3	13.8	43.3	37.9
Queen Anne's	3	1	14	10	15.0	5.0	70.0	50.0
Calvert	3	1	7	9	15.8	5.6	36.8	50.0
Worcester	2	2	8	9	11.1	11.8	44.5	53.0
Montgomery	1	2	14	16	3.4	6.7	48.3	53.3
Wicomico	—	1	4	6	—	9.1	40.0	54.5
Prince George's	2	1	14	16	6.9	3.4	48.3	55.2
Talbot	2	2	9	9	11.8	12.5	53.0	56.2
Somerset	1	—	6	12	5.3	—	31.6	63.2

SALARIES OF TEACHERS

The average salaries of county teachers increased as a result of the new salary schedules established by the Legislature of 1922. Salaries of white high school teachers increased by $91 to $1,436; of white elementary teachers by $53, to $990; and of colored elementary teachers by $58, to $513. Part of the last increase is due to the additional month which colored schools were open last year. The increases in salaries of white elementary teachers are due for the most part to the employment of a larger proportion of normal school graduates. (See Chart KK.)

CHART KK



	1916-1917	1917-1918	1918-1919	1919-1920	1920-1921	1921-1922	1922-1923	1923-1924	1924-1925
Wh.H.	$798	$841	$908	$1017	$1289	$1345	$1436		
Wh.El.	491	542	521	631	881	937	990		
Col.El.	228	279	283	359	442	455	513		

Salaries in the Counties

The average salaries of teachers in white high schools by counties range from $1,218 in Calvert to $1,811 in Baltimore County. These teachers are required to be college graduates. Three counties paying salaries above the minimum schedule showed decreases. The average salary in the median county was $1,363. (See Chart LL.)

CHART LL

Counties	Average Salary per Teacher in White High Schools 1921	1922	1923
County Average	$1295	$1345	$1436
Baltimore	1718	1935	1811
Allegany	1467	1538	1571
Charles	1424	1561	1532
Washington	1459	1451	1532
Montgomery	1375	1528	1509
Harford	1300	1380	1459
Anne Arundel	1060	1169	1444
Frederick	1298	1292	1435
Talbot	1198	1159	1407
Caroline	1042	1143	1388
Carroll	1240	1312	1370
Prince George's	1089	1210	1363
Dorchester	1170	1164	1356
Cecil	1181	1215	1351
St. Mary's	-	-	1350
Queen Anne's	1045	1226	1339
Somerset	1092	1079	1331
Worcester	1330	1295	1315
Howard	1093	1027	1315
Garrett	1136	1192	1311
Wicomico	1150	1153	1259
Kent	1378	1207	1253
Calvert	630	990	1218

Every county except Baltimore showed increases in the average salary of white elementary school teachers, and all except two, Harford and Worcester, showed increases in the salaries of colored teachers. (See Charts MM and NN.)

CHART MM

Counties	Average Salary per Teacher in White Elementary Schools 1921	1922	1923
County Average	$884	$937	$990
Baltimore	1,339	1,517	1,517
Allegany	1,147	1,218	1,245
Montgomery	989	1,070	1,129
Cecil	994	1,002	1,046
Anne Arundel	936	991	1,013
Talbot	810	827	985
Queen Anne's	831	855	977
Washington	908	949	967
Kent	974	883	941
Prince George's	852	845	935
Frederick	845	868	922
Harford	796	858	913
Calvert	765	786	909
Wicomico	802	805	895
Howard	766	824	869
Dorchester	699	700	831
Caroline	742	737	823
Somerset	734	761	820
Charles	744	779	810
Carroll	693	708	803
Worcester	669	686	783
St. Mary's	640	665	696
Garrett	503	574	646

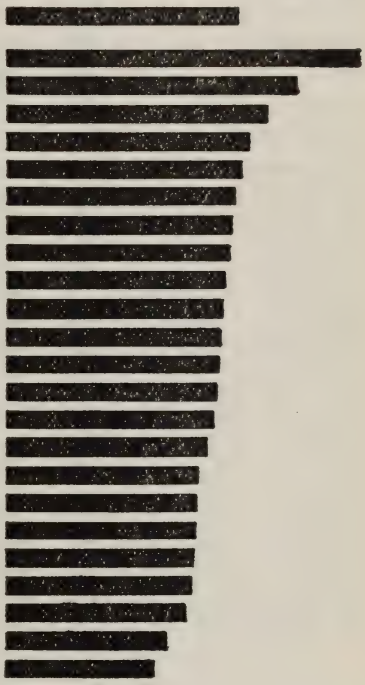
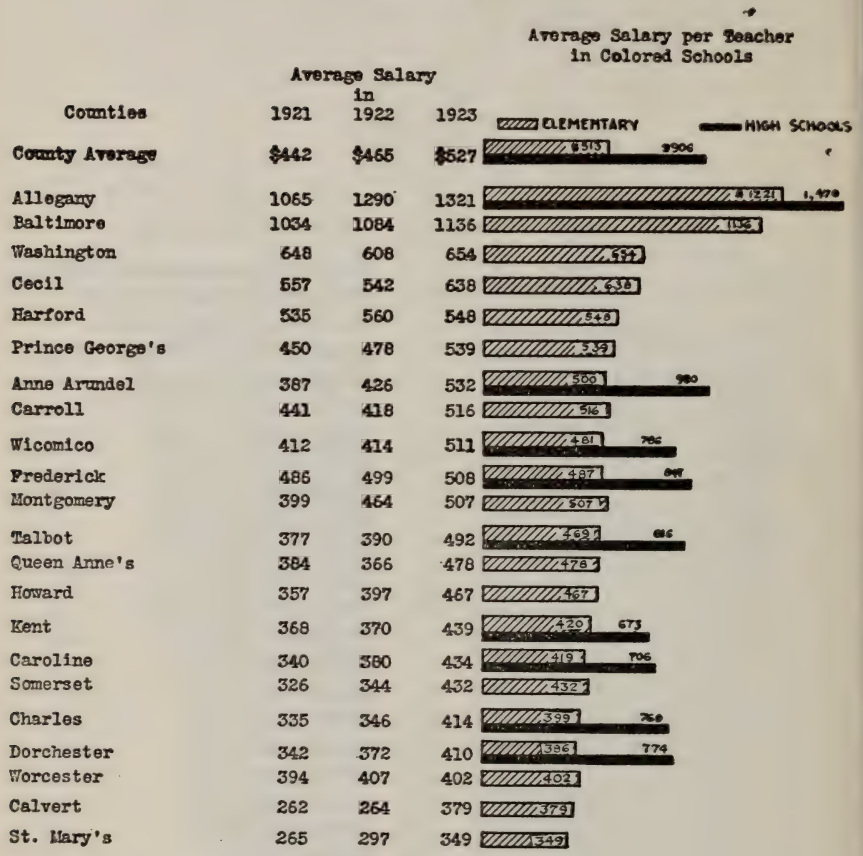


CHART NN



Salaries in Rural and Graded Schools

The average salary of teachers in white one-teacher schools was $222 less than in the white graded schools. The one-teacher schools have, of course, a smaller proportion of trained and experienced teachers than either the two-room schools or the graded schools, which partly accounts for the difference. The new salary schedule provides for the payment of an extra $100 to normal school graduates who are in charge of one- or two-teacher schools. This accounts for the salaries in the rural schools of Baltimore County being higher than those in the graded schools, for the rural schools are as well supplied with trained teachers as are the graded schools. (See Table 50.)

TABLE 50.

AVERAGE SALARY PER TEACHER, SCHOOL YEAR ENDING JULY, 1923

COUNTY	WHITE SCHOOLS					COLORED SCHOOLS	
		Elementary					
	High	One Teacher	Two Teacher	Graded	All	Elementary	High
County Average	$1,436	$823	$1,009	$1,045	$990	$513	$906
Allegany	1,571	1,079	1,247	1,281	1,245	1,221	1,470
Anne Arundel	1,444	891	1,063	1,039	1,013	500	920
Baltimore	1,811	1,603	1,508	1,504	1,517	1,136	----
Calvert	1,218	869	1,115	----	909	379	----
Caroline	1,388	768	789	882	823	419	706
Carroll	1,370	698	790	956	803	516	----
Cecil	1,351	987	1,012	1,139	1,046	638	----
Charles	1,532	736	818	1,217	810	399	760
Dorchester	1,356	704	834	982	831	386	774
Frederick	1,435	797	903	1,049	922	487	847
Garrett	1,311	574	735	848	646	----	----
Harford	1,459	829	945	998	913	548	----
Howard	1,315	822	823	965	869	467	----
Kent	1,253	797	1,081	1,020	941	420	673
Montgomery	1,509	1,052	1,041	1,222	1,129	507	----
Prince George's	1,363	809	904	989	935	539	----
Queen Anne's	1,339	887	1,063	1,077	977	478	----
St. Mary's	1,350	662	780	731	696	349	----
Somerset	1,331	752	824	871	820	432	----
Talbot	1,407	882	1,205	955	985	469	816
Washington	1,532	877	976	1,008	967	654	----
Wicomico	1,259	817	951	937	895	481	786
Worcester	1,315	707	655	891	783	402	----
Baltimore City	2,270	----	----	----	----	1,644	1,745
Elementary	----	----	----	----	1,530	----	----
Junior High	----	----	----	----	1,698	----	----
Vocational	----	----	----	----	2,140	----	----
All	----	----	----	----	1,559	----	----
State Average	1,690	----	----	----	1,228	899	1,455

FINANCING MARYLAND'S SCHOOLS

The 1923 School Current Expenses

For the school year ending July 31, 1923, $12,843,229 was spent in Maryland for running the public elementary and high schools. Of this amount $5,964,456.44 was disbursed in the 23 counties and $6,878,772.57* in Baltimore City. These amounts were used to provide for an average school membership of 138,824 day school pupils in the counties, and 96,104* in Baltimore City. This makes the average current expense cost of education per pupil belonging in the counties $43 and in Baltimore City $71.59.

Expenditures in the counties increased by $673,332 and in Baltimore City by $318,927 over those for the previous year, making the total increase in the entire State $992,259, or 8.3 per cent. (See Table 51.)

In the counties these increases were necessary in order to provide for 10 per cent more trained teachers in white elementary schools; to meet the new salary schedule in effect as a result of the legislation of 1922; to increase the required length of session in colored schools from seven to eight months; to provide a more nearly adequate supply of text-books and materials of instruction; to furnish supervision of rural schools in every county in the State; and to care for the increased enrollment of 5,000 in both high and elementary county schools. The increase in high school enrollment alone was over 2,000. These improved conditions were brought about in the poorer counties partly through the State Equalization Fund, which aided 15 counties.

One-third of the six million dollars needed to run the county schools in 1923 came from State funds and two-thirds from local funds. County school maintenance costs increased from $3,184,351 in 1919 to $5,964,456 in 1923, an increase of $2,780,105, or 87 per cent, over 1919. The increase in State appropriations to the county schools over this period was $796,134, or 65 per cent, and the added county appropriations were $1,983,971, or 101.5 per cent. County support of school running expense therefore doubled during this period. In 1923 the county appropriations for maintaining schools were nearly double those made by the State. At the same time there was a great increase in expenditures for buildings, financed for the most part by the sale of bonds. From slightly over $300,000 devoted to capital outlay in 1919, there was a steady increase to nearly five times as much in 1923, the per cent of increase being 374. (See Table 51 and Table XXVII, p. 248.)

It will be noted that for the first time during the past year the increase in the amount expended by the State for current expenses was greater than the increase in the counties. This is due to the first year of the operation of the Equalization Fund.

In Baltimore City the increases in operating costs and capital outlay were greater than in the counties. Thus in the State as a whole cur-

* The teacher training schools are not included in this figure.

rent expenses for public schools amounted to $12,914,250 in 1923, and capital outlay expenditures to $4,776,355.

These amounts perhaps seem large, but when school expenditures are compared with certain other expenditures for luxuries in Maryland during 1923, the former do not seem to be large enough, considering the vital importance of schools to the welfare of the community now and in the future. Nearly $12,000,000 was used for pure entertainment and enjoyment at the theatres, movies, and concerts in 1923; nearly $6,000,000 worth of candy was eaten, and over $14,000,000 worth of cigars and cigarettes were burned up. If we have money enough to spend on these luxuries, certainly we can afford to support every legitimate demand of the schools.

TABLE 51.

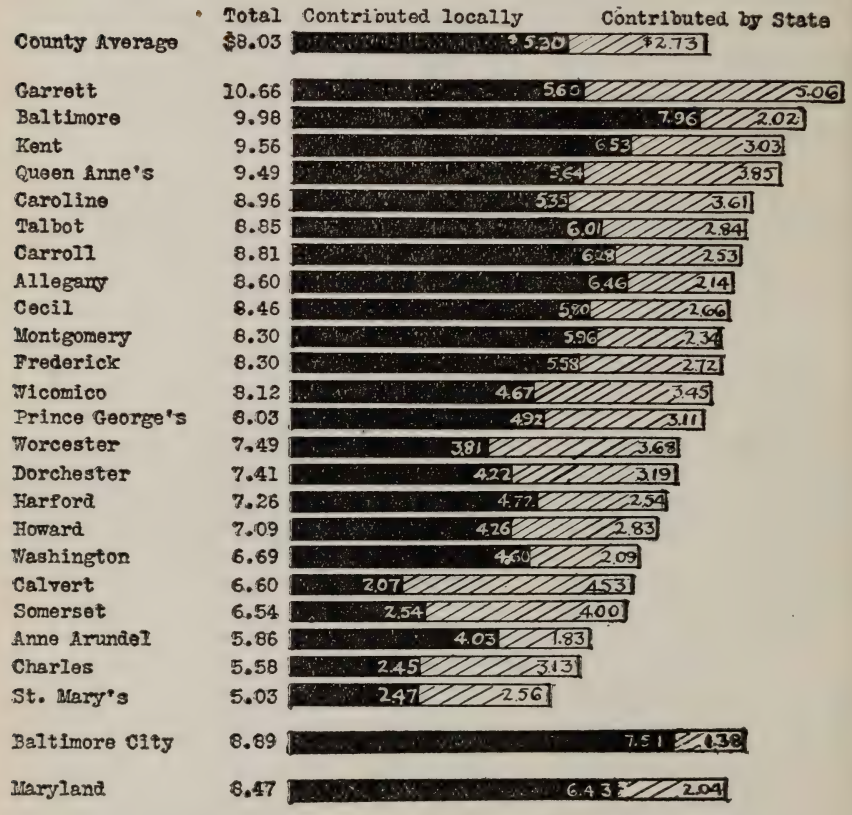
TOTAL CURRENT EXPENSE DISBURSEMENTS INCLUDING AMOUNTS RECEIVED FROM STATE AND LOCAL FUNDS TOGETHER WITH CAPITAL OUTLAY DISBURSEMENTS FOR MARYLAND SCHOOLS, 1919-1923.

Year	Current Expense Disbursements			Capital Outlay Disbursements
	Total	From State Funds	From Local Funds	
		TOTAL COUNTIES		
1919.....	$3,184,351.22	$1,230,181.60	$1,954,169.62	$ 311,137.08
1920.....	3,703,153.29	1,186,192.67	2,516,960.62	485,601.23
1921.....	5,043,923.02	1,554,693.60	3,489,229.42	929,024.08
1922.....	5,291,124.43	1,545,695.85	3,745,428.58	1,121,553.98
1923.....	5,964,456.44	2,026,315.58	3,938,140.86	1,475,268.52
Increase over 1919.....	2,780,105.22	796,133.98	1,983,971.24	1,164,131.44
% of Increase over 1919....	87.3	64.8	101.5	374
		BALTIMORE CITY		
1919.....	$2,832,543.59	$ 671,006.78	$2,161,536.81	$ 38,562.29
1920.....	3,706,641.51	713,287.02	2,993,354.49	60,741.25
1921.....	5,394,655.76	1,032,541.55	4,362,114.21	1,267,636.20
1922.....	6,631,682.32	1,026,972.79	5,604,709.53	1,417,569.15
1923.....	*6,949,793.45	1,066,100.96	*5,883,692.49	3,301,086.21
Increase over 1919.....	4,117,249.86	395,094.18	3,722,971.71	3,262,523.92
% of Increase over 1919....	145.4	58.9	172.	8,460
		ENTIRE STATE		
1919.....	$6,016,894.81	$1,901,188.38	$4,115,706.43	$ 349,699.37
1920.....	7,409,794.80	1,899,479.69	5,510,315.11	546,342.48
1921.....	10,438,578.78	2,587,235.15	7,851,343.63	2,196,660.28
1922.....	11,922,806.75	2,572,668.64	9,350,138.11	2,539,123.13
1923.....	*12,914,249.89	3,092,416.54	*9,821,833.35	4,776,354.73
Increase over 1919.....	6,897,355.08	1,191,228.16	5,706,126.92	4,426,655.36
% of Increase over 1919....	114.6	62.7	138.7	1,266

* Includes Baltimore City Training Schools for Teachers.

CHART OO

AMOUNT CONTRIBUTED TOWARD CURRENT SCHOOL EXPENSES IN 1923 BY EACH INHABITANT OF MARYLAND AND ITS COUNTIES


Total
Contributed locally
Contributed by State
County Average $8.03 $5.30 $2.73
Garrett 10.66 5.60 5.06
Baltimore 9.98 7.96 2.02
Kent 9.56 6.53 3.03
Queen Anne's 9.49 5.64 3.85
Caroline 8.96 5.35 3.61
Talbot 8.85 6.01 2.84
Carroll 8.81 6.28 2.53
Allegany 8.60 6.46 2.14
Cecil 8.46 5.80 2.66
Montgomery 8.30 5.96 2.34
Frederick 8.30 5.58 2.72
Wicomico 8.12 4.67 3.45
Prince George's 8.03 4.92 3.11
Worcester 7.49 3.81 3.68
Dorchester 7.41 4.22 3.19
Harford 7.26 4.72 2.54
Howard 7.09 4.26 2.83
Washington 6.69 4.60 2.09
Calvert 6.60 2.07 4.53
Somerset 6.54 2.54 4.00
Anne Arundel 5.86 4.03 1.83
Charles 5.58 2.45 3.13
St. Mary's 5.03 2.47 2.56
Baltimore City 8.89 7.51 1.38
Maryland 8.47 6.43 2.04

Do Maryland Schools Cost Too Much?

For every man, woman and child in Maryland in 1923, $8.47 was spent to keep the public schools in operation, *i. e.*, to pay the salaries of the teaching, administrative, and supervisory staffs, to buy books and supplies, to heat, clean and repair buildings, to transport pupils and to provide health service for them. In 1921 the amount for the United States as a whole was approximately $10.00.

In the average county $8.03 was spent, but the amount varied from $5.03 in the poorest county (St. Mary's), offering limited educational opportunities, to $9.98 in the wealthiest, having a well trained,

well supervised and well paid staff giving a rich and varied curriculum (Baltimore County), and $10.66 in Garrett, whose mountainous, isolated sections are very sparsely populated. Although Garrett has the poorest trained teaching staff and the lowest salaries, because of the large number of one-teacher schools with few pupils in attendance, she is spending more per inhabitant than any other county. (See Chart OO and Table 52, in which counties are arranged in the order of the cost of school current expense per inhabitant.)

A few rich counties, like Washington, Howard and Harford, spend only $6.69, $7.09, and $7.26 for each pupil, far less than the amount in the average county.

Baltimore City, with an expenditure for elementary and high schools of $8.89 for each inhabitant, is surpassed in total expenditure by only Queen Anne's, Kent, Baltimore and Garrett counties. Kent has an unusual number of small one-teacher schools and a large staff in each of the smaller high schools.

How Much Did Each Local Unit Raise?

The amount raised through local funds per inhabitant, which was $6.43 for the State as a whole and $5.30 in the average county, ranged from $2.07 in Calvert County to $7.96 in Baltimore County. Baltimore City, which spent per inhabitant $7.51 through city appropriations, comes next to Baltimore County. Charles, St. Mary's and Somerset, which provided only $2.45, $2.47, and $2.54, respectively, from local funds, together with Calvert with $2.07, and Worcester with $3.81, are the only counties putting up less than $4.00 for each person living in those counties.

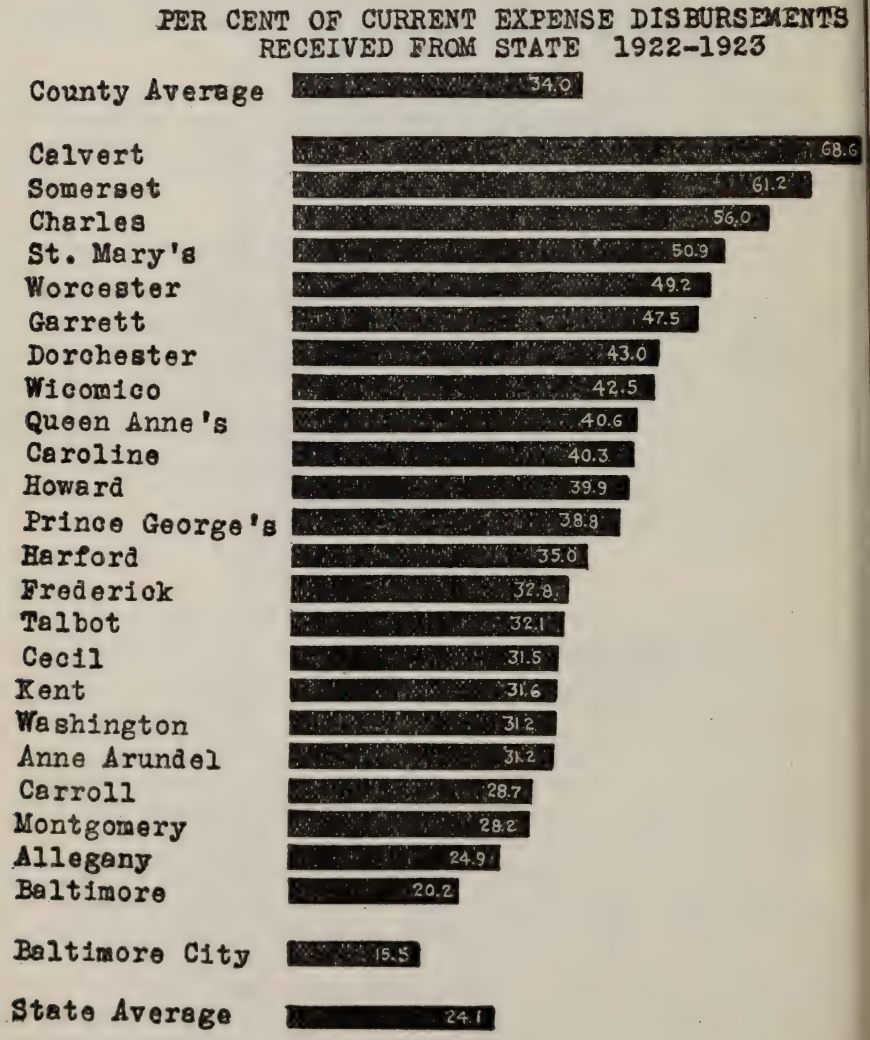
The State's Aid to the Counties

The purpose in having State aid through the Equalization Fund is to help the poorer counties. It is therefore interesting to find that the largest amounts of State aid per inhabitant went to Garrett ($5.06), Calvert ($4.53), Somerset ($4.00), and the smallest amounts to the rich sections of Baltimore City ($1.38), Anne Arundel ($1.83), Baltimore County ($2.02), Washington ($2.09), Allegany ($2.14), and Montgomery ($2.34). Anne Arundel County received comparatively little State aid because of the small number of high schools in the county. (See Table XXVI, page 247.)

For Maryland as a whole, one-fourth of the amounts expended for school current expenses came from the State. In the average county about one-third came from the State, while in Baltimore City less than one-sixth of the expenditures for school running expenses came from the State treasury. Six counties drew more than 45 per cent of the amounts expended for running the schools from State sources—Calvert, 68.6 per cent; Somerset, 61.2 per cent; Charles, 56 per cent; St.

Mary's, 50.9 per cent; Worcester, 49.2 per cent; and Garrett, 47.5 per cent. In this way Maryland is attempting to offer all of her children more nearly equal opportunities than would be possible without State aid to the counties less well endowed with riches. (See Chart PP for arrangement in order of per cent of aid received from the State, and Table 53 for alphabetical list by counties.)

CHART PP



On the average, in the United States the proportion of aid given by the State is one-third of the total cost. Maryland, with only 24 per cent provided by the State, does much less than the average State in aiding its subdivisions.

TABLE 52.

EXPENDITURE PER INHABITANT FOR RUNNING PUBLIC ELEMENTARY AND HIGH SCHOOLS, YEAR ENDING JULY 31, 1923.

COUNTY	Estimated Population 1923	Expenditure per Inhabitant for 1923 School Current Expenses. Total	Contributed by State	Contributed Locally	Per Cent. Contributed by State
County Average	742,525	$8.03	$2.73	$5.30	34.0
Garrett	19,650	10.66	5.06	5.60	47.5
Baltimore	85,000	9.98	2.02	7.96	20.2
Kent	14,600	9.56	3.03	6.53	31.6
Queen Anne's	15,850	9.49	3.85	5.64	40.6
Caroline	18,500	8.96	3.61	5.35	40.3
Talbot	18,000	8.85	2.84	6.01	32.1
Carroll	34,300	8.81	2.53	6.28	28.7
Allegany	73,000	8.60	2.14	6.46	24.9
Cecil	23,600	8.46	2.66	5.80	31.5
Montgomery	35,600	8.30	2.34	5.96	28.2
Frederick	52,500	8.30	2.72	5.58	32.8
Wicomico	29,000	8.12	3.45	4.67	42.5
Prince George's	45,200	8.03	3.11	4.92	38.8
Worcester	25,200	7.49	3.68	3.81	49.2
Dorchester	27,700	7.41	3.19	4.22	43.0
Harford	29,500	7.26	2.54	4.72	35.0
Howard	15,725	7.09	2.83	4.26	39.9
Washington	62,600	6.69	2.09	4.60	31.2
Calvert	9,600	6.60	4.53	2.07	68.6
Somerset	24,200	6.54	4.00	2.54	61.2
Anne Arundel	49,500	5.86	1.83	4.03	31.2
Charles	17,700	5.58	3.13	2.45	56.0
St. Mary's	16,000	5.03	2.56	2.47	50.9
Baltimore City	773,850	8.89	1.38	7.51	15.5
Maryland	1,516,375	8.47	2.04	6.43	24.1

TABLE 53.

PER CENT OF AMOUNT EXPENDED FOR CURRENT EXPENSES
1922-23
RECEIVED FROM STATE AND VOCATIONAL FUNDS

COUNTY	Total Disbursements for Current Expenses	Total Received From State and Vocational Funds	Per Cent. Received from State and Vocational Funds
Average County	$5,964,456.44	$2,026,315.58	34.0
Allegany	628,350.55	156,716.57	24.9
Anne Arundel	289,883.60	90,428.21	31.2
Baltimore	848,563.58	171,262.75	20.2
Calvert	63,350.03	43,454.71	68.6
Caroline	165,957.09	66,862.46	40.3
Carroll	302,287.60	86,766.76	28.7
Cecil	199,770.74	62,857.54	31.5
Charles	98,702.50	55,334.00	56.0
Dorchester	205,393.38	88,382.22	43.0
Frederick	436,205.79	143,123.61	32.8
Garrett	209,621.99	99,552.09	47.5
Harford	214,064.02	74,900.38	35.0
Howard	111,583.78	44,575.79	39.9
Kent	139,537.58	44,166.43	31.6
Montgomery	295,970.52	83,299.32	28.7
Prince George's	362,991.52	140,674.09	38.8
Queen Anne's	150,494.24	61,047.71	40.6
St. Mary's	80,593.62	41,023.65	50.9
Somerset	158,240.38	96,852.52	61.2
Talbot	159,491.43	51,146.53	32.1
Washington	418,879.85	130,850.67	31.2
Wicomico	235,671.05	100,216.76	42.5
Worcester	188,851.60	92,820.81	49.2
Baltimore City	6,878,772.57	1,066,100.96	15.5
State Average	12,843,229.01	3,092,416.54	24.1

THE EQUALIZATION FUND

The Equalization Fund makes it possible for every county, poor or rich, without increasing local taxes to fill from year to year every school vacancy with a professionally trained teacher and to provide this teacher with the requisite materials for instruction.

The Equalization Fund is computed by assembling the following facts for each teacher from each county superintendent:

School
Name of teacher
Years of experience
Grade of certificate
Salary
Change in certificate grade by:
a. Raising grade of certificate
b. Replacing teacher with another having additional training.

These facts are verified, teachers in excess of the requirements of Section 47 of the State School Law are eliminated, salaries are counted at the minimum provided by Sections 60, 126 and 132 of the State School Laws passed by the Legislature of 1922, and any salary paid by the county in excess of this schedule is reduced.

The sum of the salaries of necessary teachers corrected as above is divided by .76 to determine the county school budget required. The salary budget should not be more than 76 per cent of the total budget according to Section 133 of the State School Laws. The additional 24 per cent is needed to cover the current cost of administration and supervision, books, supplies, cleaning, heating, repairing buildings, transporting pupils, providing library and health service. (See left side of calculation sheet.)

The Equalization Fund is the difference between the amount required above and the amount available for school purposes from State aid for high schools, census and attendance, books and supplies, part payment of salaries of county officials plus the amount available from a county tax of 67 cents on the assessed valuation of property taxable at the full rate for county purposes. (See right side of calculation sheet.)

The counties receiving the Equalization Fund are therefore those in greatest need of help in carrying the minimum essentials of the State requirements without having to tax themselves above the school tax rate prevailing in the average county of the State.

The sheet on which the calculation is made is included so that those interested may study it.

CALCULATION OF EQUALIZATION FUND FOR 1924-1925

.....County

EXPENDITURES FOR CURRENT EXPENSES

Annual Payroll:
White high schools.....$.....
White elementary schools .....
Colored schools ....
Total.....$.....

Decreases for excess teachers or excess salaries:
White high schools..... .....
White elementary schools .....
Colored schools ....
Total decreases.....$.....

Increases:
White high schools..... .....
White elementary schools .....
Colored schools ....
Total increases.....$.....
Total increase or decrease .....
Grand total.....$.....

$..... ÷.76 = ...

One-half transportation in elementary schools ....
Total budget required.. .....

Receipts from State and County ....

Difference between amount required and amount available, Equalization Fund... .....

APPROPRIATIONS

State aid to high schools.$.....
Text-book fund ....
Materials of instruction fund..... .....
Colored industrial fund.. .....
Census and attendance fund..... .....

Part-Payment of Salaries:
Superintendent ....
Supervising teacher..... .....
Supervising or helping teacher ....
Attendance officer ....
Total from State.....$.....

County tax levy at 67c. on $..... ....
Total from State and County levy of 67c...$.....

* * * * *

State Appropriation including Equalization Fund.....$.....
County appropriation ....
Total required.....$.....

* * * * *

Salary budget .....$.....
Other current expenses..... .....
Total required.....$.....

School	District	Number in Excess or Needed	School	District	Number in Excess or Needed
SCHOOLS HAVING EXCESS TEACHERS					
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....
SCHOOLS NEEDING ADDITIONAL TEACHERS					
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....

HOW THE EDUCATION BUDGET IS SPENT

In 1923 nearly 74 cents out of each school maintenance tax dollar in the average county were devoted to salaries of teachers, nearly eight cents to cleaning and heating buildings; seven cents to books and supplies, supervision and other costs of instruction; nearly four cents

CHART QQ

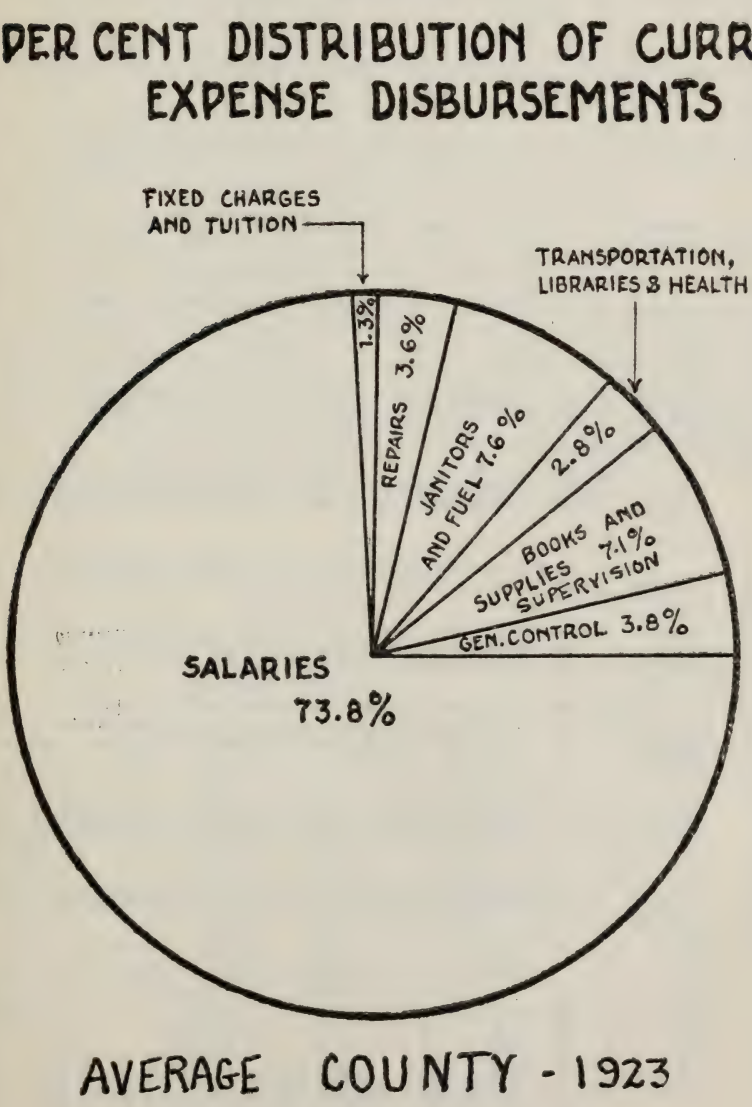


TABLE 54.

DISTRIBUTION IN PER CENT OF EXPENDITURES FOR CURRENT EXPENSES OF SCHOOLS FOR YEAR ENDING JULY 31, 1923.

RANK OF EACH COUNTY IN PER CENT DEVOTED TO VARIOUS PURPOSES FOR YEAR ENDING JULY 31, 1923.

COUNTY	General Control	Salaries of Teachers	Other Costs of Instruction	Operation	Maintenance	Auxiliary Agencies	Fixed Charges and Tuition to Adjoining Counties	General Control	Salaries of Teachers	Other Costs of Instruction	Operation	Maintenance	Auxiliary Agencies	Fixed Charges and Tuition to Adjoining Counties
County Average	3.8	73.8	7.1	7.6	3.6	2.8	1.3							
Allegany	2.9	79.7	5.5	7.9	.9	1.8	1.3	20	4	20	10	23	12	9
Anne Arundel	3.6	69.7	6.7	9.5	3.1	6.2	1.2	18	21	16	3	10	2	11
Baltimore	2.8	72.2	5.9	7.3	4.4	4.4	3.0	21	15	19	13	5	5	2
Calvert	7.8	75.3	7.8	3.9	3.1	1.7	.4	2	7	8	22	11	13	19
Caroline	4.1	70.6	7.6	9.7	3.1	3.7	1.2	13	20	13	2	12	7	12
Carroll	4.4	72.6	7.6	9.2	3.9	1.2	1.1	11	14	12	4	8	16	13
Cecil	3.8	80.1	6.2	6.6	1.4	1.5	.4	15	2	18	16	21	14	20
Charles	5.2	75.5	12.0	4.0	1.1	.6	1.6	5	6	1	21	22	21	1
Dorchester	4.3	71.7	7.5	6.4	5.2	3.2	1.7	12	16	14	17	4	9	5
Frederick	2.5	75.8	8.1	8.1	2.6	1.4	1.5	23	5	7	7	16	15	8
Garrett	5.4	70.8	8.4	5.2	8.4	.2	1.6	4	19	5	20	2	23	6
Harford	3.7	79.8	5.0	7.5	2.7	.6	.7	17	3	22	11	14	18	17
Howard	4.4	73.9	8.9	6.3	2.3	.8	3.4	10	8	4	18	17	17	1
Kent	5.2	71.6	9.8	10.3	1.4	3.0	.7	6	17	10	1	20	10	16
Montgomery	4.9	66.1	7.6	8.0	6.6	6.0	.8	7	23	11	9	3	3	15
Prince George's	3.2	67.9	7.8	8.7	8.6	3.5	.3	19	22	9	5	1	8	21
Queen Anne's	4.7	73.8	6.6	6.6	2.5	3.9	1.9	8	9	17	15	15	6	3
St. Mary's	8.6	71.2	11.2	3.8	4.4	.6	.2	1	18	2	23	6	19	23
Somerset	6.0	73.7	9.5	5.9	3.1	.5	1.3	3	10	3	19	13	22	10
Talbot	4.7	73.2	1.4	8.1	3.7	7.1	1.8	9	13	23	6	9	1	4
Washington	2.6	81.3	5.5	7.4	1.6	.6	1.0	22	1	21	12	19	20	14
Wicomico	3.7	73.7	7.4	8.0	4.2	2.6	.4	16	11	15	8	7	11	18
Worcester	4.0	73.4	8.1	6.9	1.7	5.6	.3	14	2	6	14	18	4	22
Baltimore City	2.2	69.5	4.8	8.1	10.5	4.3	.6							
State Average	2.9	71.4	5.9	7.9	7.3	3.6	1.0							

to general control; just over three and a half cents to repairs; nearly three cents to transportation, libraries, health and community activities; and just over one cent for fixed charges and tuition to adjoining counties. (See Chart QQ.)

The decrease in the per cent devoted to teachers' salaries under the preceding year (2.6 cents) is probably due chiefly to the requirement that a county receiving the Equalization Fund must devote at least 24 per cent of its current expense budget to purposes other than teachers' salaries. The poorer counties have, in the past, used a very large proportion of their budgets to pay teachers' salaries, and a very small amount to keep buildings repaired, sanitary and well heated, to supply adequate tools for the teachers' work. With the acquisition of a better trained teaching staff, wider use can be made of the aids to instruction, such as supervision, books and materials.

The proportion devoted to the various purposes by each county is given in the first half of Table 54. In the latter half of the table the rank of each county in the proportion devoted to the various purposes is given, the county using the largest proportion for each purpose being placed first. This does not necessarily mean that the county spending the largest proportion is to be most highly commended. For example, the fact that Washington, Cecil, Harford, Allegany, and Frederick use such a large part of their budgets for teachers' salaries means that they rank very low in the proportion spent on other necessities for instruction, and that, after paying teachers' salaries, little was left to give the teachers the necessary aids to instruction.

TABLE 55.

Cost Per Pupil for General Control for Year Ending July 31, 1923.

COUNTY	Cost for General Control per Pupil Belonging	Attending	COUNTY	Cost for General Control per Pupil Belonging	Attending
County Average..	$1.63	$1.96	Charles	$1.61	$2.15
			Caroline	1.60	1.89
Kent	2.56	3.11	Worcester	1.56	1.87
Montgomery	2.38	2.89	Baltimore	1.55	1.85
Garrett	2.38	2.81	Harford	1.52	1.80
St. Mary's.....	2.30	3.28	Allegany	1.49	1.66
Calvert	2.25	3.07	Wicomico	1.43	1.64
Queen Anne's....	2.21	2.67	Anne Arundel....	1.40	1.73
Talbot	2.10	2.44	Prince George's...	1.32	1.59
Carroll	2.05	2.56	Frederick	1.09	1.28
Cecil	1.89	2.24	Washington	.97	1.13
Somerset	1.78	2.15			
Howard	1.69	2.08	Baltimore City....	1.57	1.75
Dorchester	1.64	2.05			
			Maryland	1.60	1.87

It Costs $1.63 Per Pupil to Run the Educational System

In the average county the cost per pupil for the administration of schools by the county boards and superintendents and for the enforcement of the compulsory attendance law was $1.63 per pupil belonging. The costs varied from 97 cents in Washington County to $2.56 in Kent. The increase over 1922 is explained by the increases in the salaries of superintendents and attendance officers, effective September, 1922; greater expenditures for necessary office expenses; the employment of a supervisor of school property in Montgomery County and an assistant attendance officer in Baltimore County; and large increases in "other costs of control." (See page 249.)

The item for "Other Costs of Control" is becoming so large that it would probably be wise to include items which will make possible a segregation, under more definite classifications, of items now grouped under that title.

Transportation of Pupils

Expenditures by the counties for transportation of pupils in 1923 increased more than 47 per cent over those of 1922. The total spent in 1923 was $132,591 as compared with $90,000 during the previous year. Twenty of the twenty-three counties now transport at public expense children living long distances from school, Dorchester and Howard counties having started this service in 1923. The different counties use various systems of transportation, some giving pupils train, car, and bus fare, to be used on public conveyances; others providing busses owned or leased by the county. Garrett, St. Mary's, and Somerset counties are the only ones spending nothing for this purpose during the year ending in July, 1923.

Of the amount spent in 1923, $104,091 was used to transport 3,491 white elementary pupils and $28,500 for 843 white high school pupils. Six counties, Calvert, Carroll, Cecil, Charles, Harford, and Howard, which give county aid toward transportation of elementary school pupils give no help to high school pupils. Worcester, Allegany, Talbot, and Queen Anne's counties are spending $3,000 or more on transportation to high schools.

The average cost for each elementary pupil transported was $29.80 and for each high school pupil $33.80. There is a great variation in cost among the counties, because of the differences in the kinds of transportation provided and the distances pupils are carried. The annual cost per pupil varies from $19.74 in the elementary and $21.10 in the high schools of Anne Arundel to $75.37 and $73.15 in the respective types of schools of Allegany County. (See Table 56.)

TABLE 56.

NUMBER OF CHILDREN TRANSPORTED AND DISBURSEMENTS FOR TRANSPORTATION IN MARYLAND COUNTIES, 1922-23.

COUNTY	Total Expenditures Transportation of Pupils	ELEMENTARY SCHOOLS			HIGH SCHOOLS		
		Disbursement for Transportation of Elementary School Pupils	No. Transported	Cost per Pupil Transported at Public Expense	Disbursement for Transportation of High School Pupils	No. Transported	Cost per Pupil Transported at Public Expense
Total	$132,591.15	$104,090.79	3,491	$29.80	$28,500.36	843	$33.80
Allegany	6,908.01	3,616.04	48	75.37	3,291.97	45	73.15
Anne Arundel	14,830.80	14,345.55	726	19.74	485.25	23	21.10
Baltimore	27,595.37	24,720.37	773	31.99	2,875.00	107	26.87
Calvert	1,038.00	1,038.00	33	31.45	-------	---	------
Caroline	5,501.51	4,459.00	190	23.47	1,042.51	44	23.69
Carroll	2,030.47	2,030.47	69	29.42	-------	---	------
Cecil	2,165.18	2,165.18	66	32.80	-------	---	------
Charles	525.00	525.00	13	40.38	-------	---	------
Dorchester	6,428.02	4,682.05	147	31.86	1,745.97	77	22.68
Frederick	4,210.06	2,792.53	89	31.38	1,417.53	48	29.51
Garrett	-------	-------	-----	------	-------	---	------
Harford	427.90	427.90	10	42.79	-------	---	------
Howard	600.00	600.00	20	30.00	-------	1	------
Kent	3,848.50	2,499.00	70	35.70	1,349.50	34	39.68
Montgomery	15,156.66	13,512.08	304	44.43	1,644.58	37	44.41
Prince George's	10,124.47	7,628.44	341	22.38	2,496.03	55	45.35
Queen Anne's	4,900.00	1,900.00	35	54.23	3,000.00	90	33.33
St. Mary's	-------	-------	-----	------	-------	---	------
Somerset	-------	-------	-----	------	-------	---	------
Talbot	10,793.10	7,790.46	260	29.97	3,002.64	83	36.18
Washington	2,274.52	1,826.52	53	34.48	448.00	13	34.47
Wicomico	3,453.57	1,439.28	46	31.28	2,014.29	60	33.57
Worcester	9,780.01	6,092.92	198	30.78	3,687.09	126	29.26

The children are transported to 128 white elementary and 45 white high schools of the State. Two-thirds of the schools to which elementary pupils were transported were the larger graded schools. In many counties better instruction could be provided for children by abandoning some one-teacher schools and transporting children to consolidated graded schools. The transportation cost probably approximates the amount saved in teachers' salaries, fuel, and cleaning and repairing the schools closed. In the 23 counties transportation is provided to only 12 one-teacher schools and to 31 two-teacher elementary schools. (See Table 57.)

Thirty-five white schools were closed by consolidation in 1923 in order that the children might be taught in larger groups. Dorchester, with 10 schools closed for this reason, went farthest in that direction this year and such consolidations are chiefly responsible for the need of transportation funds for the current year. Anne Arundel and Caroline came next, with 4 schools closed by consolidation, and Talbot followed with 3. (See last columns of Table VIII, page 215.)

TABLE 57.

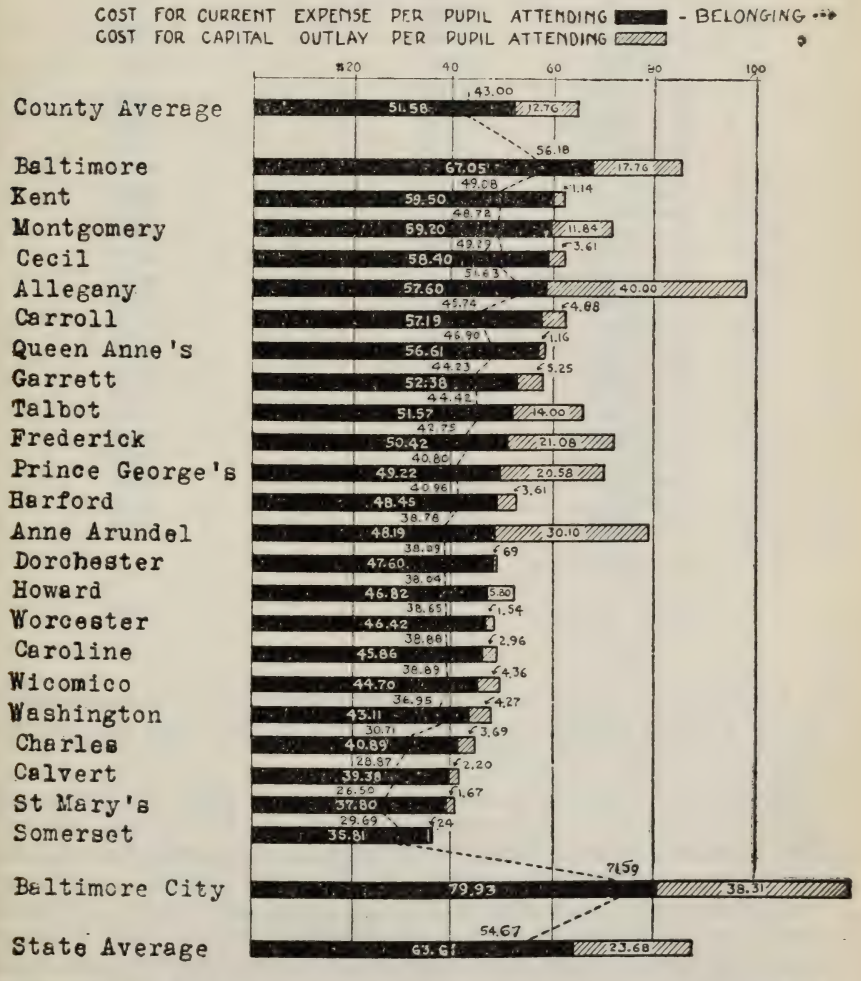
NUMBER OF SCHOOLS TO WHICH TRANSPORTATION IS PROVIDED.

COUNTY	One-Teacher	Two-Teacher	Graded	Total Elem.	High
Allegany	..	1	4	5	2
Anne Arundel	..	..	9	9	1
Baltimore	..	8	11	19	3
Calvert	2	1	..	3	..
Caroline	2	1	7	10	6
Carroll	1	3	..	4	..
Cecil	1	8	7	16	..
Charles	2	..	..	2	..
Dorchester	1	1	6	8	6
Frederick	2	..	4	6	2
Garrett	..	..	..	..	..
Harford	..	..	1	1	..
Howard	..	1	..	1	1
Kent	..	..	6	6	4
Montgomery	..	..	8	8	2
Prince George's	..	1	5	6	2
Queen Anne's	..	2	2	4	3
St. Mary's	..	..	..	..	..
Somerset	..	..	..	..	..
Talbot	..	1	7	8	5
Washington	..	1	3	4	2
Wicomico	..	2	1	3	2
Worcester	1	..	4	5	4
	12	31	85	128	45

COST PER PUPIL

While the cost for current school expense in the average county was $43 per pupil belonging, it ranged all the way from $26.50 in St. Mary's to over twice as much, $56.18, in Baltimore County, which has the best trained and best paid teaching staff among the counties in the State. The counties are arranged in the following table in the order of their average expenditure for each pupil belonging* to the school. (See dotted line on Chart RR.)

CHART RR



*A pupil belongs to the school between the date of his first entrance and his permanent withdrawal from school for legal cause.

TABLE 58.

COST PER PUPIL BELONGING FOR SCHOOL CURRENT EXPENSES, 1923.

COUNTY	Expenditure per Pupil Belonging for Current School Expenses 1923
County Average	$43.00
Baltimore	56.18
Allegany	51.63
Cecil	49.29
Kent	49.08
Montgomery	48.72
Queen Anne's	46.90
Carroll	45.74
Talbot	44.42
Garrett	44.23
Frederick	42.75
Harford	40.96
Prince George's	40.80
Wicomico	38.89
Caroline	38.88
Anne Arundel	38.78
Worcester	38.65
Dorchester	38.09
Howard	38.04
Washington	36.95
Charles	30.71
Somerset	29.69
Calvert	28.87
St. Mary's	26.50
Baltimore City	71.59
State Average	54.67

Comparative figures for 1922 on this same basis are not available, as the average number of pupils belonging to the school was compiled for the first time during 1922-23.

Because of sickness, quarantine, unfortunate home conditions, and other causes, all the pupils enrolled do not attend every day. Part of the additional $8.50 which it costs when average attendance is used as the basis for figuring cost per pupil is money wasted if parents are not co-operating in keeping children in school when the causes of absence are avoidable. Not all of the difference in cost could be saved, however, since, if every pupil attended every day, more teachers would be needed in certain schools, especially in the graded schools. Com-

parative per pupil costs for 1922 and 1923, based on attendance, are given below. The figures for 1923 are shown on the black bars of Chart RR.

TABLE 59.

COST PER PUPIL ATTENDING
1922 AND 1923.

County	Cost Per Pupil Attending 1922	1923	Increased Cost Per Pupil
County Average	$46.33	$51.58	$5.25
Baltimore	65.42	67.05	1.63
Kent*	51.93	59.50	*7.57
Montgomery	57.29	59.20	1.91
Cecil*	52.96	58.40	*5.44
Allegany	56.18	57.60	1.42
Carroll	46.83	57.19	10.36
Queen Anne's*	52.58	56.61	*4.03
Garrett*	37.97	52.38	*14.41
Talbot	39.51	51.57	12.06
Frederick*	45.93	50.42	*4.49
Prince George's*	40.34	49.22	*8.88
Harford	46.70	48.45	1.75
Anne Arundel*	43.81	48.19	*4.38
Dorchester*	36.94	47.60	*10.66
Howard	42.75	46.82	4.07
Worcester*	46.30	46.42	* .12
Caroline*	41.15	45.86	*4.71
Wicomico*	37.39	44.70	*7.31
Washington	39.07	43.11	4.04
Charles*	34.73	40.89	*6.16
Calvert*	34.85	39.38	*4.53
St. Mary's*	31.26	37.80	*6.54
Somerset*	29.66	35.81	*6.15
Baltimore City	78.00	79.93	1.93
State Average	60.00	63.61	3.61

*Counties which share in the Equalization Fund.

The increase in expenditure over last year of $5.25 per pupil in average attendance in the counties was made necessary chiefly by the 1922 legislation. It will be noted that Baltimore, Montgomery, and Allegany counties, which were already paying salaries above the new minimum schedule enacted by the Legislature of 1922, show increases of less than $2.00 per pupil. Worcester County increased its expenditure per pupil very little. The Equalization Fund in that county was used entirely for the purpose of decreasing the county school tax rate, which had been the highest in the State, to 69 cents, close to the very minimum allowed by the law. (See Table 77, page 163.)

Each one of the eleven counties which spent less than $42 per pupil in average attendance in 1922 increased the expenditure by from $4.00 to $14.41 per pupil in carrying out the provisions of the new law. This money was used to replace with first grade teachers many teachers who held provisional third grade certificates; to supply a more nearly adequate number of books and materials of instruction; to lengthen the term in colored schools; to provide supervision; to provide better furniture and to replace outworn equipment, such as desks, maps, charts, globes, etc. With the exception of Worcester County, which increased costs only 12 cents, the fifteen counties sharing in the Equalization Fund show increased expenditures of from $4.03 to $14.41 per pupil attending.

HOW MUCH MONEY GOES INTO WHITE ELEMENTARY, HIGH AND COLORED SCHOOLS?

TABLE 60.

EXPENDITURES EXCLUSIVE OF GENERAL CONTROL FOR MARYLAND ELEMENTARY AND HIGH SCHOOLS

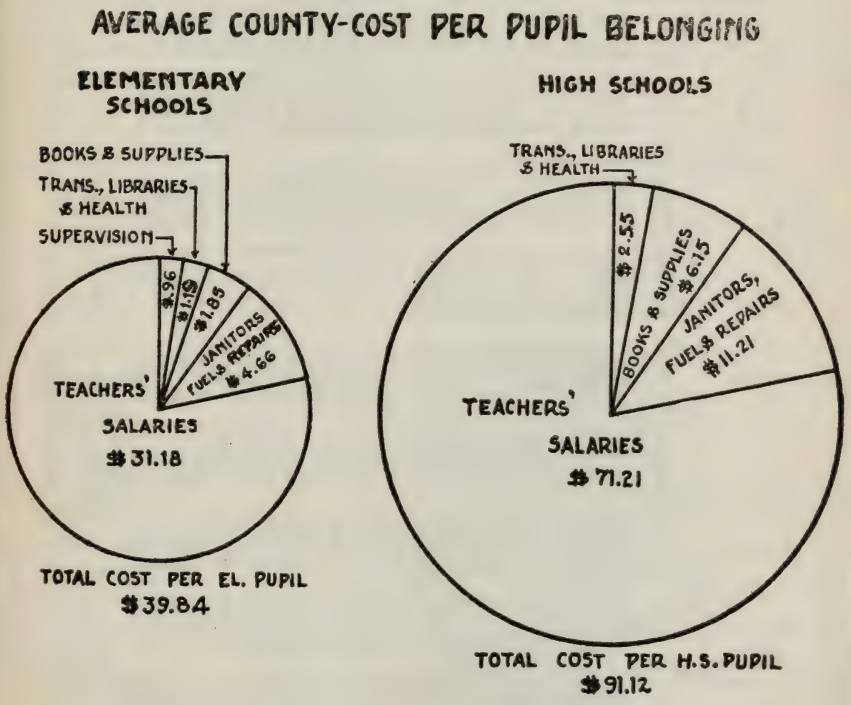
Year Ending July 31, 1923

TYPE OF SCHOOL	Current Expense		Capital Outlay		Total Amount
	Amount	Per Cent	Amount	Per Cent	
Counties of Maryland.					
White Elementary	$3,874,044	68.8	$803,615	55.6	$4,677,659
White High	1,262,283	22.4	521,428	36.1	1,783,711
Colored	496,765	8.8	119,518	8.3	616,283
Total	$5,633,092	100.0	$1,444,561	100.0	$7,077,653
Baltimore City.					
White Elementary*	$4,195,020	68.7	$2,238,546	66.7	$6,433,566
White High	962,261	15.8	883,482	26.3	1,845,743
Colored	949,252	15.5	234,267	7.0	1,183,519
Total	$6,106,533	100.0	$3,356,295	100.0	$9,462,828
Entire State.					
White Elementary*	$8,069,064	68.7	$3,042,161	63.4	$11,111,225
White High	2,224,544	19.0	1,404,919	29.2	3,629,454
Colored	1,446,017	12.3	353,785	7.4	1,799,802
Total	$11,739,625	100.0	$4,800,856	100.0	$16,540,481

* Including Junior High and Vocational Schools.

Excluding general control costs, the total amounts spent for running expenses and building costs in elementary, high, and colored schools are shown in Table 60 for the counties of Maryland, Baltimore City, and the entire State, together with the per cent of expenditures devoted to these types of schools. Nearly 69 per cent of the funds were used for white elementary schools in the counties and city. About three-fourths of the remainder were used for white high schools in the counties and the remaining fourth for colored schools. In Baltimore City nearly as much was spent for colored schools as for white high schools.

CHART SS



Comparative Costs In High and Elementary Schools

Although the average cost of maintaining the county schools was only $43 per pupil, the cost of education in white high schools was $91.12 per pupil belonging, in white elementary schools $39.84, and in colored elementary schools $17.08. Comparable figures for Baltimore City are $122.05 in white high schools, $87.21 in junior high schools, $58.56 in white elementary, and $57.52 in colored elementary schools. (See Table 61 and Chart SS.)

TABLE 61.

COST PER PUPIL FOR CURRENT EXPENSE FOR YEAR ENDING JULY 31, 1923.

COUNTY	COST PER PUPIL BELONGING IN WHITE ELEMENTARY SCHOOLS					COLORED SCHOOLS		COST PER PUPIL ATTENDING IN WHITE ELEMENTARY SCHOOLS					COLORED SCHOOLS	
	White High Schools†	One Teacher†	Two Teachers†	Graded†	All*	Elementary*	High*	White High Schools†	One Teacher†	Two Teachers†	Graded†	All*	Elementary*	High*
County Average	$91.12	$38.13	$41.17	$38.23	$39.84	$17.08	$77.38	$99.26	$47.97	$50.02	$43.82	$47.30	$22.44	$86.62
Allegany	87.20	53.93	47.10	40.80	43.25	36.88	193.00	91.96	67.40	53.83	45.12	48.58	42.12	206.31
Anne Arundel	84.50	46.80	48.20	39.30	42.79	15.70	100.99	91.74	59.82	58.53	45.40	50.59	22.03	113.80
Baltimore	101.00	55.28	54.80	44.59	49.45	36.51	------	110.66	67.70	67.28	52.40	58.82	48.37	------
Calvert	61.07	38.11	45.71	----	41.71	9.86	------	65.35	48.21	54.50	------	52.19	15.10	------
Caroline	84.45	34.72	36.03	30.59	34.32	15.61	94.95	92.62	40.74	41.75	35.00	39.66	20.43	110.40
Carroll	111.15	30.68	33.68	36.49	34.42	23.81	------	127.72	39.90	42.62	44.02	43.40	33.09	------
Cecil	102.98	45.52	41.50	36.68	41.59	31.20	------	112.08	55.58	48.19	42.23	49.00	41.89	------
Charles	86.63	39.00	32.40	43.58	39.52	12.29	91.18	97.50	51.80	39.34	48.89	49.70	17.69	102.97
Dorchester	87.08	35.10	36.09	34.50	37.55	15.01	53.39	94.19	46.00	46.81	39.62	46.24	20.48	61.04
Frederick	81.33	35.59	35.90	35.65	36.76	22.09	46.27	88.89	44.90	44.25	40.79	44.00	26.01	51.14
Garrett	89.01	34.51	30.63	41.20	36.94	------	------	98.70	42.32	35.92	46.51	43.97	------	------
Harford	91.91	34.83	32.62	33.70	34.61	21.40	------	100.81	42.80	38.35	38.73	40.98	26.76	------
Howard	88.94	35.30	35.38	33.10	36.12	13.87	------	98.87	42.20	44.25	38.41	42.96	19.54	------
Kent	132.16	53.01	42.89	45.80	48.94	17.05	91.00	146.47	63.27	50.98	51.48	56.42	23.21	105.00
Montgomery	97.38	46.58	48.70	51.59	51.72	14.73	------	105.47	61.12	60.28	60.29	63.17	18.23	------
Prince George's	99.19	40.67	42.52	40.00	40.95	17.11	------	107.91	50.61	51.08	46.39	48.37	22.40	------
Queen Anne's	109.54	44.70	47.00	40.43	44.68	14.32	------	119.14	55.07	53.82	45.15	52.31	19.48	------
St. Mary's	82.26	28.30	29.61	26.00	30.05	13.59	------	94.71	38.84	37.48	36.10	40.30	21.60	------
Somerset	78.74	31.49	31.89	30.30	31.53	11.87	------	86.04	39.02	39.71	35.12	37.80	14.77	------
Talbot	99.89	42.85	52.83	41.55	44.90	16.08	83.00	107.14	50.55	64.02	47.65	52.30	18.96	95.10
Washington	66.46	34.58	36.04	29.76	32.00	25.70	------	71.36	44.60	44.60	38.80	37.72	31.49	------
Wicomico	81.80	33.65	45.00	32.28	35.67	14.95	48.45	88.60	40.90	52.82	36.12	41.23	17.59	53.50
Worcester	111.23	35.80	29.87	35.90	36.18	12.89	------	121.20	46.29	37.52	40.82	43.35	16.10	------
					‡§58.56							‡§65.33		
Baltimore City	‡122.05	------	------	------	‡¶87.21	‡57.52	‡ 99.40	‡133.47	------	------	------	‡¶95.75	‡65.27	‡ 112.01
State Average	102.25	------	------	------	49.69	30.68	94.35	111.44	------	------	------	57.35	38.35	106.15

*Includes cost of supervision.
†Excludes cost of supervision.
‡Excludes Evening Schools and medical inspection and follow up in Baltimore City.

WHITE HIGH SCHOOL COSTS

The white county high schools, which added 15 to their number in 1923 and increased nearly 2,200 pupils in enrollment, cost $200,000 more to operate than the previous year. Because of the amendments to the law passed by the Legislature of 1922 increasing State aid to high schools, the counties received $144,000 more aid from the High School Fund and the Vocational Fund than was received the previous year.

Over $500,000 was spent for capital outlay for white high schools in 1923, an increase of $175,000 over expenditures of the previous year. (See Table XXXII, page 253.)

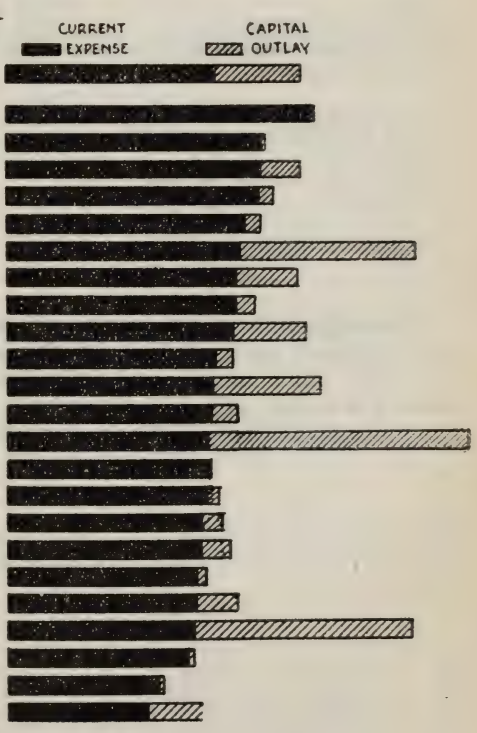
The total expenditures mean little unless we know how many pupils they provided for and what the cost for each one was.

CHART TT

Cost Per White High School Pupil Belonging

For Year Ending July 31, 1923

Counties	Current Expense	Capital Outlay
County Average	$91.12	$37.61
Kent	132.16	1.80
Worcester	111.23	.27
Carroll	111.00	17.44
Queen Anne's	109.54	6.25
Cecil	102.98	7.30
Baltimore	101.00	73.55
Talbot	99.89	26.31
Prince George's	99.19	8.57
Montgomery	97.38	32.36
Harford	91.91	6.57
Garrett	89.01	47.38
Howard	88.94	11.26
Allegany	87.20	114.66
Dorchester	87.08	.28
Charles	86.63	5.21
Anne Arundel	84.50	9.43
Caroline	84.45	12.31
St. Mary's	82.26	3.20
Wicomico	81.80	18.54
Frederick	81.33	95.58
Somerset	78.74	1.54
Washington	66.46	1.69
Calvert	61.07	25.09



How Money Is Spent for Each White High School Pupil.

In the average county $71.21 of the $91.12 spent annually on each white high school pupil belonging goes to pay the salaries of principals and teachers. Books, supplies, and other costs of instruction amount to $6.15 a pupil (an average expenditure per subject taken of $1.50); heating, cleaning and repairing buildings cost $11.21 for each pupil; transportation, library and health service, $2.55. (See Chart SS.) Comparable figures for 1922 on the basis of the average number belonging are not available. For cost per pupil in individual high schools, see pages 232-237.

With average attendance as the basis for comparison the cost has increased only slightly.

TABLE 62.

COST PER PUPIL ATTENDING WHITE HIGH SCHOOLS, 1922-1923

Purpose	1922	1923	Increase	Decrease
Salaries	$76.85	$77.59	$ .74	.....
Books and Supplies	6.34	6.69	.35	.....
Operation and Maintenance	9.82	12.21	2.39	.....
Auxiliary Agencies	3.32	2.77	.....	$ .55
Total Current Expenses	$96.33	$99.26	$2.93	.....
Paid by State and Vocational Fund	17.79	26.06	8.27	.....
Paid from County or Other Funds	78.54	73.20	.....	5.34
Capital Outlay	31.35	41.00	9.65	.....

Through the 1922 legislation increasing State aid to high schools and the increased appropriation for the Vocational Fund, the salary cost per white high school pupil from county or other funds is $5.34 less than it was last year, and the amount paid from State high school aid and vocational funds $8.27 greater for each pupil.

COST PER PUPIL IN WHITE HIGH SCHOOLS FOR YEAR ENDING JULY 31, 1923

COUNTY	Cost per Pupil Belonging for						Cost per Pupil Attending for					
	Salaries	Other Instruction	Operation and Maintenance	Auxiliary Agencies	Total Current Expense	Capital Outlay	Salaries	Other Instruction	Operation and Maintenance	Auxiliary Agencies	Total Current Expense	Capital Outlay
County Average	$71.21	$6.15	$11.21	$2.55	$91.12	$37.65	$77.59	$6.69	$12.21	$2.77	$99.26	$41.00
Allegany	70.51	6.01	8.61	2.07	87.20	114.66	74.38	6.32	9.07	2.19	91.96	120.88
Anne Arundel	66.33	3.44	13.25	1.48	84.50	9.43	71.99	3.73	14.38	1.64	91.74	10.24
Baltimore	76.43	7.38	11.98	5.21	101.00	73.55	83.74	8.08	13.13	5.71	110.66	80.59
Calvert	46.90	5.70	8.47	-------	61.07	25.09	50.19	6.09	9.07	-------	65.35	26.82
Caroline	66.00	5.78	10.38	2.29	84.45	12.31	72.40	6.32	11.38	2.52	92.62	13.50
Carroll	85.30	5.56	21.91	.38	113.15	17.76	96.21	6.36	24.72	.43	127.72	20.08
Cecil	86.90	6.67	8.50	.91	102.98	7.30	94.59	7.26	9.25	.98	112.08	7.94
Charles	69.20	11.10	6.33	-------	86.63	5.21	78.01	12.40	7.09	-------	97.50	5.86
Dorchester	65.26	6.43	11.83	3.56	87.08	.28	70.59	6.97	12.79	3.84	94.19	.30
Frederick	66.15	6.27	7.30	1.61	81.33	95.58	72.30	6.86	7.98	1.75	88.89	104.52
Garrett	71.77	5.76	11.29	.19	89.01	47.38	79.58	6.38	12.52	.22	98.70	52.50
Harford	78.15	3.95	9.68	.13	91.91	6.57	85.70	4.34	10.63	.14	100.81	7.19
Howard	74.68	6.51	7.49	.26	88.94	11.26	82.99	7.25	8.34	.29	98.87	12.53
Kent	103.28	9.58	14.09	5.21	132.16	1.80	114.48	10.62	15.60	5.77	146.47	2.00
Montgomery	74.46	8.56	14.27	.09	97.38	32.36	80.65	9.28	15.45	.09	105.47	35.05
Prince George's	71.23	8.07	16.40	3.49	99.19	8.57	77.50	8.78	17.83	3.80	107.91	9.32
Queen Anne's	82.78	4.84	13.87	8.05	109.54	6.25	90.03	5.27	15.08	8.76	119.14	6.79
St. Mary's	71.05	9.19	2.02	-------	82.26	3.20	81.81	10.57	2.33	-------	94.71	3.69
Somerset	61.98	7.26	9.23	.27	78.74	1.54	67.72	7.94	10.08	.30	86.04	1.68
Talbot	76.72	6.34	9.31	7.52	99.89	26.31	82.28	6.79	9.99	8.08	107.14	28.25
Washington	52.50	3.67	10.21	.08	66.46	1.69	56.37	3.94	10.96	.09	71.36	1.82
Wicomico	60.03	5.41	12.22	4.14	81.80	18.54	65.00	5.86	13.25	4.49	88.60	20.10
Worcester	88.19	7.16	8.85	7.03	111.23	.27	96.10	7.79	9.65	7.66	121.20	.30
Baltimore City *	86.60	9.03	‡24.95	††1.57	‡122.15	114.45	94.61	9.87	‡27.28	††1.71	‡133.47	125.00
State Average	76.78	7.18	16.13	†2.20	102.29	65.10	83.65	7.82	17.58	†2.39	111.44	70.95

*Senior High Schools only.
†Exclusive of Evening Schools.
‡Estimated.

TABLE 64.

RANK IN COST PER HIGH SCHOOL PUPIL FOR EACH ITEM OF EXPENSE BASED ON

COUNTY	AVERAGE NUMBER BELONGING						AVERAGE NUMBER ATTENDING					
	Salaries	Other Instruction	Operation and Maintenance	Auxiliary Agencies	Total Current Expense	Capital Outlay	Salaries	Other Instruction	Operation and Maintenance	Auxiliary Agencies	Total Current Expense	Capital Outlay
Allegany	14	14	17	10	13	1	15	15	18	10	17	1
Anne Arundel	16	23	6	12	16	12	18	23	6	12	18	12
Baltimore	8	6	8	4	6	3	7	6	8	5	6	3
Calvert	23	17	19	--	23	7	23	18	18	--	23	7
Caroline	18	15	11	9	17	11	16	15	11	9	16	10
Carroll	4	18	1	14	2	9	2	17	1	14	2	9
Cecil	3	9	18	13	5	14	4	9	17	13	5	14
Charles	15	1	22	--	15	17	13	1	22	--	13	17
Dorchester	19	11	9	7	14	22	19	11	9	7	15	22
Frederick	17	13	21	11	20	2	17	12	21	11	19	2
Garrett	11	16	10	17	11	4	12	14	10	17	11	4
Harford	6	21	13	18	10	15	6	21	13	18	10	15
Howard	9	10	20	16	12	11	8	10	20	16	12	11
Kent	1	2	4	4	1	19	1	2	3	4	1	19
Montgomery	10	4	3	19	9	5	11	4	4	19	9	5
Prince George's	12	5	2	8	8	13	14	5	2	8	7	13
Queen Anne's	5	20	5	1	4	16	5	20	5	1	4	16
St. Mary's	13	3	23	--	18	18	10	3	23	--	14	18
Somerset	20	7	15	15	21	21	20	7	14	15	21	21
Talbot	7	12	14	2	7	6	9	13	15	2	8	6
Washington	22	22	12	20	22	20	22	22	12	19	22	20
Wicomico	21	19	2	6	19	8	21	19	7	6	20	8
Worcester	2	8	16	3	3	23	3	8	16	3	3	23

Cost Per Pupil In High School

The cost per pupil belonging to and attending white high schools for the various factors mentioned, which make up the total cost for 1923, is available for each county in Table 63, and the rank of each county in expenditure for each of these items of expense is given in Table 64.

Not only is the cost by counties given, but in the appendix the cost per pupil in each high school is included. (See pages 232 to 237.)

In Chart TT the cost per white high school pupil belonging in each county for current expense in 1923 is shown to be $91.12 in the average county, and the range is from $61.07 in Calvert to twice as much, $132.16, in Kent. Comparison with 1922 high school costs per pupil attending is possible, and it will be seen that six counties lowered their costs, while the remaining 17 increased them.

TABLE 65.

COMPARATIVE CURRENT EXPENSE COST PER PUPIL ATTENDING WHITE HIGH SCHOOLS, 1922 AND 1923.

County	Cost Per White High School Pupil 1922	1923	Decrease
Worcester	*$137.82	$121.20	$16.62
Queen Anne's.	134.27	119.14	15.13
Baltimore	117.98	110.66	7.32
Montgomery...	108.04	105.47	2.57
Caroline	110.30	92.62	17.68
Allegany	105.13	91.96	13.17

County	Cost Per White High School Pupil 1922	1923	Increase
Average County.	$96.33	$99.26	$2.93
Kent	135.04	146.47	11.43
Carroll	114.40	127.72	13.32
Cecil	102.59	112.08	9.49
Harford	100.20	100.81	.61
Talbot	98.99	107.14	8.15
Prince George's.	93.38	107.91	14.53
Howard	79.11	98.87	19.76
Garrett	90.29	98.70	8.41
Charles	88.54	97.50	8.96
Dorchester	77.56	94.19	16.63
Anne Arundel...	85.46	91.74	6.28
Frederick	78.52	88.89	10.37
Wicomico	70.40	88.60	18.20
Somerset	68.57	86.04	17.47
Washington	65.57	71.36	5.79
Calvert	51.66	65.35	13.69

*The 1922 figure was reported as higher than it actually was.

The names of 21 individual high schools in which the total cost per pupil belonging is $115 or more, and the cost to the county for 1923 is $100 or more, are given here, together with the size of staff, average number belonging and the cost per pupil. It will be noted that 14 of these high schools have an average enrollment of 50 or less.

TABLE 66.

COUNTY HIGH SCHOOLS WHICH HAVE VERY HIGH COSTS PER PUPIL FOR 1923.

NAME OF SCHOOL	COUNTY	Group	Teaching Staff	Average Number Belonging	Cost per Pupil
Barton	Allegany	1	5	73	$135
Cumberland (Col.)	Allegany	1	4	93	194
Flintstone	Allegany	2	3.4	44	224
Mt. Savage	Allegany	2	2	27	148
Shadyside	Anne Arundel	3	1	14	201
Randallstown	Baltimore	1	4	76	144
Sparks	Baltimore	1	4	65	159
Shane	Baltimore	3	1	19	145
Charles Carroll	Carroll	2	2.9	29	173
Manchester	Carroll	3	1.6	15	229
Mechanicsville	Carroll	*	1	9	356
Chesapeake City	Cecil	1	4.8	55	138
Perryville	Cecil	1	3	32	142
Rock Hall	Kent	1	6	54	173
Betterton	Kent	2	3.2	20	258
Poolesville	Montgomery	1	3	49	143
Dickerson	Montgomery	3	1	14	152
Germantown	Montgomery	3	1	14	169
Brandywine	Prince George's	1	3.6	51	141
Boonsboro	Washington	1	3.4	48	158
Girdletree	Worcester	2	3	21	220

* Not Approved.

COST OF WHITE ELEMENTARY SCHOOLS

Of the $8,100,000 spent on Maryland white elementary schools in 1923, nearly $3,900,000 was used for the county schools and the remainder for Baltimore City schools.

The cost per pupil belonging in the average county was not quite $40 for current expenses, and for capital outlay $8.26. (See Chart SS, page 139, and Chart UU, page 148, and pages 254-257.)

TABLE 67.

COMPARATIVE COSTS IN RURAL AND GRADED SCHOOLS FOR ITEMS OF CURRENT SCHOOL EXPENSE

PURPOSE	Cost per Pupil Belonging				Cost per Pupil Attending			
	All Elem. Schools	Graded Schools	Two Teacher Schools	One Teacher Schools	All Elem. Schools	Graded Schools	Two Teacher Schools	One Teacher Schools
Supervision	$0.96	*	*	*	$1.14	*	*	*
Salaries	31.18	$29.79	$34.00	$32.14	37.01	$34.14	$41.31	$40.43
Other Costs of Instruction	1.85	1.80	1.81	1.86	2.20	2.07	2.20	2.34
Operation	3.13	3.63	2.75	2.39	3.72	4.17	3.33	3.01
Maintenance	1.53	1.40	1.74	1.58	1.81	1.61	2.12	1.99
Auxiliary Agencies	1.19	1.61	.87	.16	1.42	1.83	1.06	.20
Total Current Expense	$39.84	*$38.23	*$41.17	*$38.13	$47.30	*$43.82	*$50.02	*$47.97
Capital Outlay	8.26	12.87	5.45	1.05	9.80	14.76	6.62	1.32

* Excluding Supervision.

Higher costs per pupil in the rural schools, especially on the basis of attendance, obtain for the items of salaries of teachers and school maintenance. The higher salary cost per pupil in rural schools is explained by small classes and not by the superior training or higher salaries of teachers, for superior training and higher salaries are to be found in the graded rather than in the rural schools. (See pages 112, 119 and 79.)

The graded schools cost more for the item of operation than the rural schools, chiefly because janitorial service is not done by the teachers and fuel is not so easily and cheaply secured as it is for schools which are located near the woods.

The higher costs for auxiliary agencies in graded schools are due to transportation to consolidated schools, better health service, and more complete library equipment.

Even so, with all of the things that go to increase costs, such as better trained teachers and higher salaries, higher transportation charges, library and health service, the graded schools cost less to operate than the one- and two-teacher schools, chiefly because classes are larger.

TABLE 68.

COST PER PUPIL IN WHITE ELEMENTARY SCHOOLS, FOR THE MAIN SUB-DIVISIONS OF EXPENDITURE, EXCLUSIVE OF GENERAL CONTROL, FOR YEAR ENDING JULY 31, 1923

COUNTY	COST PER PUPIL BELONGING FOR								COST PER PUPIL ATTENDING FOR							
	Supervision	Salaries	Textbooks and Other Instruction	Operation	Maintenance	Auxiliary Agencies	Total Current Expenses	Capital Outlay	Supervision	Salaries	Textbooks and Other Instruction	Operation	Maintenance	Auxiliary Agencies	Total Current Expenses	Capital Outlay
County Average	$0.96	$31.18	$1.85	$3.13	$1.53	$1.19	$39.84	$8.26	$1.14	$37.01	$2.20	$3.72	$1.81	$1.42	$47.30	$9.80
Allegany	.46	36.46	1.94	3.60	.38	.41	43.25	22.62	.52	40.96	2.17	4.04	.43	.46	48.58	25.42
Anne Arundel	.91	31.05	1.82	4.48	1.18	3.35	42.79	35.20	1.09	36.69	2.15	5.30	1.40	3.96	50.59	41.60
Baltimore	1.33	37.95	1.55	3.87	2.43	2.32	49.45	7.47	1.59	45.13	1.84	4.61	2.89	2.76	58.82	8.90
Calvert	1.90	34.57	1.37	1.11	1.67	1.09	41.71	.12	2.38	43.25	1.71	1.39	2.09	1.37	52.19	.15
Caroline	1.53	25.22	1.11	3.54	1.13	1.79	34.32	1.38	1.78	29.11	1.29	4.10	1.31	2.07	39.66	1.60
Carroll	.85	27.45	2.05	2.91	.89	.27	34.42	1.56	1.07	34.60	2.59	3.67	1.12	.35	43.40	1.96
Cecil	.78	35.30	1.53	2.79	.55	.64	41.59	2.88	.93	41.60	1.77	3.30	.65	.75	49.00	3.40
Charles	1.91	33.25	1.92	1.64	.47	.33	39.52	2.00	2.40	41.82	2.41	2.06	.59	.42	49.70	2.52
Dorchester	1.03	29.06	1.47	2.36	2.11	1.52	37.55	.47	1.27	35.80	1.81	2.90	2.59	1.87	46.24	.58
Frederick	1.04	28.85	2.13	3.29	1.02	.43	36.76	5.18	1.25	34.52	2.54	3.95	1.22	.52	44.00	6.20
Garrett	1.57	27.80	1.93	1.97	3.61	.06	36.94	.65	1.86	33.10	2.30	2.34	4.30	.07	43.97	.77
Harford	.60	28.80	1.16	2.81	1.12	.12	34.61	1.41	.71	34.10	1.38	3.32	1.33	.14	40.98	1.66
Howard	1.62	28.48	2.15	2.47	.96	.44	36.12	4.38	1.93	33.88	2.55	2.94	1.14	.52	42.96	5.21
Kent	1.60	36.87	2.38	5.58	.78	1.73	48.94	1.38	1.85	42.50	2.74	6.43	.91	1.99	56.42	1.60
Montgomery	.62	35.13	3.19	4.42	3.89	4.47	51.72	1.07	.75	42.92	3.89	5.39	4.75	5.47	63.17	1.31
Prince George's	.39	28.50	2.86	3.97	3.87	1.36	40.95	20.85	.46	33.68	3.35	4.70	4.57	1.61	48.37	24.62
Queen Anne's	1.00	36.09	2.40	2.27	1.51	1.41	44.68	.32	1.17	42.25	2.81	2.66	1.77	1.65	52.31	.38
St. Mary's	1.48	23.94	1.82	1.18	1.62	.01	30.05	1.55	1.99	32.09	2.44	1.59	2.17	.02	40.30	2.08
Somerset	.60	25.29	2.53	1.76	1.26	.09	31.53	.04	.72	30.30	3.04	2.11	1.52	.11	37.80	.05
Talbot	.97	32.40	1.09	4.31	2.04	4.09	44.90	16.43	1.13	37.74	1.28	5.02	2.37	4.76	52.30	19.15
Washington	.50	27.58	1.17	2.14	.36	.25	32.00	4.03	.59	32.49	1.38	2.52	.43	.29	37.70	4.74
Wicomico	1.51	28.10	1.45	2.79	1.28	.54	35.67	1.01	1.74	32.48	1.68	3.22	1.48	.63	41.23	1.16
Worcester	1.14	27.25	2.15	2.57	.69	2.38	36.18	------	1.36	32.66	2.57	3.08	.83	2.85	43.35	------
Baltimore City:																
Elementary	.55	44.03	1.77	5.67	*5.92	†.62	58.56	*23.21	.61	49.12	1.98	6.32	*6.60	†.70	65.33	*25.89
Junior High	.34	63.98	5.22	4.60	*13.07	† —	87.21	*73.85	.38	70.23	5.74	5.06	*14.34	† —	95.75	*81.10

TABLE 69.

RANK IN EXPENDITURE PER WHITE ELEMENTARY PUPIL FOR EACH ITEM OF EXPENSE BASED ON AVERAGE NUMBER BELONGING AND ATTENDING FOR YEAR ENDING JULY, 1923.

COUNTY	Supervision	Salaries	Textbooks and Other Instruction	Operation	Maintenance	Auxiliary Agencies	Total Current Expenses	Capital Outlay	Supervision	Salaries	Textbooks and Other Instruction	Operation	Maintenance	Auxiliary Agencies	Total Current Expenses	Capital Outlay
Allegany	22	3	10	7	22	16	6	2	22	8	13	8	22	16	10	2
Anne Arundel	15	10	13	2	12	3	7	1	15	10	14	3	12	3	7	1
Baltimore	9	1	15	6	4	5	2	5	9	1	15	6	4	5	2	5
Calvert	2	7	19	23	7	11	8	21	2	2	19	23	8	11	6	21
Caroline	6	22	22	8	13	6	20	15	7	23	22	7	14	6	21	14
Carroll	16	19	9	10	17	18	19	11	16	12	6	10	17	18	15	12
Cecil	17	5	16	12	20	12	9	9	17	7	18	12	20	12	9	9
Charles	1	8	12	21	21	17	11	10	1	6	11	21	21	17	8	10
Dorchester	12	11	17	16	5	8	12	19	11	11	16	16	5	8	12	19
Frederick	11	12	8	9	15	15	14	6	12	13	9	9	15	14	13	6
Garrett	5	17	11	19	3	22	13	18	5	17	12	19	3	22	14	18
Harford	19	13	21	11	14	20	18	13	20	14	20	11	13	20	19	13
Howard	3	15	6	15	16	14	16	7	4	15	8	15	16	14	17	7
Kent	4	2	5	1	18	7	3	14	6	4	5	1	18	7	3	14
Montgomery	18	6	1	3	1	1	1	16	18	3	1	2	1	1	1	16
Prince George's	23	14	2	5	2	10	10	3	23	16	2	5	2	10	11	3
Queen Anne's	13	4	4	17	9	9	5	20	13	5	4	17	9	9	4	20
St. Mary's	8	23	13	22	8	23	23	12	3	21	10	22	7	23	20	11
Somerset	19	21	3	20	11	21	22	22	19	22	3	20	10	21	23	22
Talbot	14	9	23	4	6	2	4	4	14	9	23	4	6	2	5	4
Washington	21	18	20	18	23	19	21	8	21	19	20	18	23	19	22	8
Wicomico	7	16	18	12	10	13	17	17	8	20	17	13	11	13	18	17
Worcester	10	20	6	14	19	4	15	—	10	18	7	14	19	4	16	—

Each county may study its own costs in Table 68 and find its ranking in the various items of expenditure in Table 69.

In addition to the cost per pupil belonging, the cost per pupil attending has been computed for each county, and also the cost for one-teacher, two-teacher, and graded schools, exclusive of the cost of supervision. In Table 61, page 140, showing these facts, the counties have been arranged alphabetically, so that any county can easily compare the costs in the various types of schools by looking across each row.

The two-teacher schools seem to be the most expensive type of elementary school and the graded schools the least expensive.

CHART UU

Cost Per White Elementary School Pupil Belonging

For Year Ending July 31, 1923

Counties	Current Expense	Capital Outlay
County Average	$39.84	$8.26
Montgomery	51.72	1.07
Baltimore	49.45	7.47
Kent	48.94	1.38
Talbot	44.90	16.43
Queen Anne's	44.68	.32
Allegany	43.25	22.62
Anne Arundel	42.79	35.20
Calvert	41.71	.12
Cecil	41.59	2.88
Prince George's	40.95	20.85
Charles	39.52	2.00
Dorchester	37.55	.47
Garrett	36.94	.65
Frederick	36.76	5.18
Worcester	36.18	-
Howard	36.12	4.38
Wicomico	35.67	1.01
Harford	34.61	1.41
Carroll	34.42	1.56
Caroline	34.32	1.38
Washington	32.00	4.03
Somerset	31.53	.04
St. Mary's	30.05	1.55

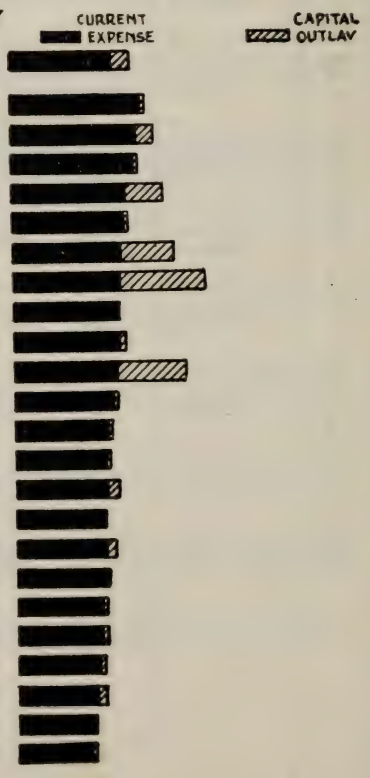


TABLE 70.

COMPARATIVE COSTS IN RURAL AND GRADED SCHOOLS.

	Average Cost Per Pupil. Belonging	Attending	Excess Cost Per Pupil Attending
One Teacher	$38.13	$47.97	$9.84
Two Teacher	41.17	50.02	8.85
Graded	38.23	43.82	5.59
All Elementary	*$39.84	*$47.30	*$7.46

*Including supervision.

The excess cost per pupil attending is less in the graded than in the rural schools, because the attendance in the town and city schools is better than in the rural districts. This is due to better transportation facilities, better school conditions, and a better trained teaching staff.

The more nearly the cost per pupil attending approximates the cost per pupil belonging, the less waste there is of the taxpayers' money on account of poor attendance.

In Allegany, Baltimore, and Cecil the one-teacher schools are the most expensive, the two-teacher less so, and the graded schools least expensive.

COST FOR EACH COLORED PUPIL

In the average county the cost of each colored pupil attending, $23.14, was $1.83 more than was spent the previous year. This increase is due chiefly to the lengthening of the school term to 8 months in counties which had kept their schools for colored pupils open only 7 months in compliance with the minimum requirements of the law, prior to September, 1922. Most of the increases occur in the Eastern Shore and Southern Maryland counties, because the majority of the counties in Western and Central Maryland keep their colored schools open as long as their white schools.

For each colored pupil belonging in the average county the cost of current running expense is $17.96 and of capital outlay $4.32.

TABLE 71.

COST PER COLORED PUPIL, 1922-1923.

COUNTY	Cost per Colored Pupil Attending for Current Expenses			Cose per Colored Pupil Belonging *1923 for	
	1922	1923	Increase	Current Expense	Capital Outlay
County Average	$21.31	$23.14	$1.83	$17.96	$4.32
Allegany	61.71	64.52	2.81	57.00	3.11
Baltimore	49.84	48.37	—1.47	36.51	19.94
Cecil	34.98	41.89	6.91	31.20	.05
Washington	32.14	31.49	— .65	25.70	------
Carroll	26.84	33.09	6.25	23.81	------
Frederick	26.50	28.53	2.03	23.10	1.32
Harford	27.15	26.76	— .39	21.40	8.03
Kent	20.86	25.20	4.34	18.57	------
Talbot	15.45	21.09	5.64	17.90	.97
Anne Arundel	20.17	24.44	4.27	17.50	6.59
Prince George's	21.72	22.40	.68	17.11	10.56
Wicomico	15.85	20.10	4.25	17.10	2.38
Caroline	20.83	22.08	1.25	16.88	------
Dorchester	17.88	20.48	2.60	16.63	.78
Montgomery	18.78	18.23	— .55	14.73	------
Queen Anne's	15.93	19.48	3.55	14.32	.07
Howard	19.21	19.54	.33	13.87	3.37
St. Mary's	18.06	21.60	3.54	13.59	------
Charles	15.00	18.67	3.67	13.02	------
Worcester	16.27	16.10	— .17	12.89	3.56
Somerset	12.65	14.77	2.12	11.87	.14
Calvert	12.61	15.00	2.39	9.86	.07

*The order above is based on the cost for current expense per colored pupil belonging in 1923.

SCHOOL BUILDING PROGRESSES

Nearly one and a half million dollars, one-fifth of the expenditure for current running expense and capital outlay combined, was used for the latter purpose in the counties in 1923. In Baltimore City it was more nearly a third. (See Chart VV.) In the counties funds for building purposes were used for the following types of schools:

TABLE 72.

Type of School	Amount Spent	Per Cent
White Elementary Schools:		
One teacher schools	$29,377.31	2.0
Two teacher schools	87,242.13	6.0
Graded elementary schools	686,932.11	47.6
Total Elementary Schools	$803,551.55	55.6
White High Schools	521,428.31	36.1
Colored Schools	119,517.85	8.3
Grand Total	$1,444,497.71	100.0

It will be noted that very little money was put into white one-teacher schools—only two per cent—and only six per cent into two-teacher schools. Nearly one-half was used for the larger graded elementary schools for white pupils. Over one-third of the amount was used for white high schools. Expenditures for colored schools aggregated over 8 per cent of the total.

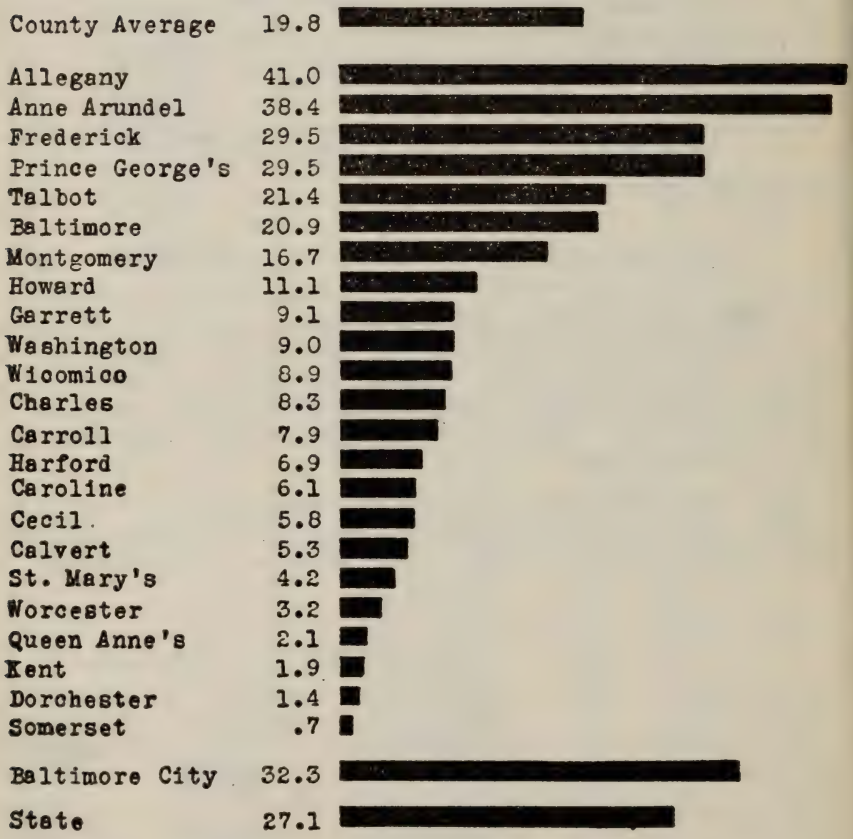
One-third of the counties invested more than $25,000 in white elementary schools, more than $10,000 in white high schools, and more than $3,375 in colored schools. These counties are listed below:

TABLE 73.

COUNTY	EXPENDITURES FOR CAPITAL OUTLAY IN White Elementary Schools	White High Schools	Colored Schools
Allegany	$233,016.51	$182,441.99	.....
Anne Arundel	157,033.48	.....	$16,952.73
Baltimore	89,971.05	101,083.68	33,778.67
Carroll	.....	12,997.80	.....
Charles	.....	.....	5,224.95
Frederick	40,438.96	125,382.99	14,400.56
Garrett	.....	18,183.98	.....
Harford	.....	.....	6,668.67
Montgomery	41,825.34	17,317.41	.....
Prince George's	118,397.60	.....	26,114.27
Talbot	31,383.95	10,734.42	.....
Washington	39,500.61	.....	.....
Wicomico	.....	15,551.05	3,775.64
Worcester	.....	.....	6,107.13

CHART VV

PER CENT FOR CAPITAL OUTLAY.



EXPENDITURES FOR CAPITAL OUTLAY, YEAR ENDING JULY 31, 1923, IN

COUNTY	WHITE ELEMENTARY SCHOOLS			White High Schools	Colored Schools	Grand Total
	One Teacher	Two Teacher	Graaded			
All Counties	$29,377.31	$87,242.13	$686,932.11	$521,428.31	$119,517.85	$1,444,497.71
Allegany	3,911.39	2,749.91	226,355.21	182,441.99	851.50	416,310.00
Anne Arundel	5,894.39	8,987.68	142,151.41	4,049.21	16,952.73	178,035.42
Baltimore	---	15,356.93	74,614.12	101,083.68	33,778.67	224,833.40
Calvert	40.50	75.00	---	3,257.30	82.00	3,454.80
Caroline	---	3,244.14	468.04	6,990.84	---	10,703.02
Carroll	---	---	8,541.88	12,997.80	---	21,539.68
Cecil	130.88	267.86	8,501.26	3,404.34	25.00	12,329.34
Charles	1,846.78	1,372.58	---	460.50	5,224.95	8,904.81
Dorchester	1,371.85	---	119.70	144.25	1,352.48	2,988.28
Frederick	4,574.53	6,630.61	29,233.82	125,382.99	14,400.56	180,222.51
Garrett	---	2,827.04	---	18,183.98	---	21,011.02
Harford	625.45	909.69	3,744.23	3,945.19	6,668.67	15,893.23
Howard	260.30	6,879.78	1,356.40	2,855.70	2,488.32	13,840.50
Kent	---	---	2,190.72	481.88	---	2,672.60
Montgomery	---	---	41,825.34	17,317.41	---	59,142.75
Prince George's	10,108.42	18,721.14	89,568.04	6,315.74	26,114.27	150,827.61
Queen Anne's	202.16	349.54	61.23	2,406.74	65.00	3,084.67
St. Mary's	91.98	2,751.46	---	608.95	109.34	3,561.73
Somerset	103.84	13.15	---	660.95	294.23	1,072.17
Talbot	54.83	85.87	31,243.25	10,734.42	227.36	42,345.73
Washington	---	15,953.42	23,547.19	1,995.48	---	41,496.09
Wicomico	160.01	66.33	3,410.27	15,551.05	3,775.64	22,963.30
Worcester	---	---	---	157.92	6,107.13	6,265.05

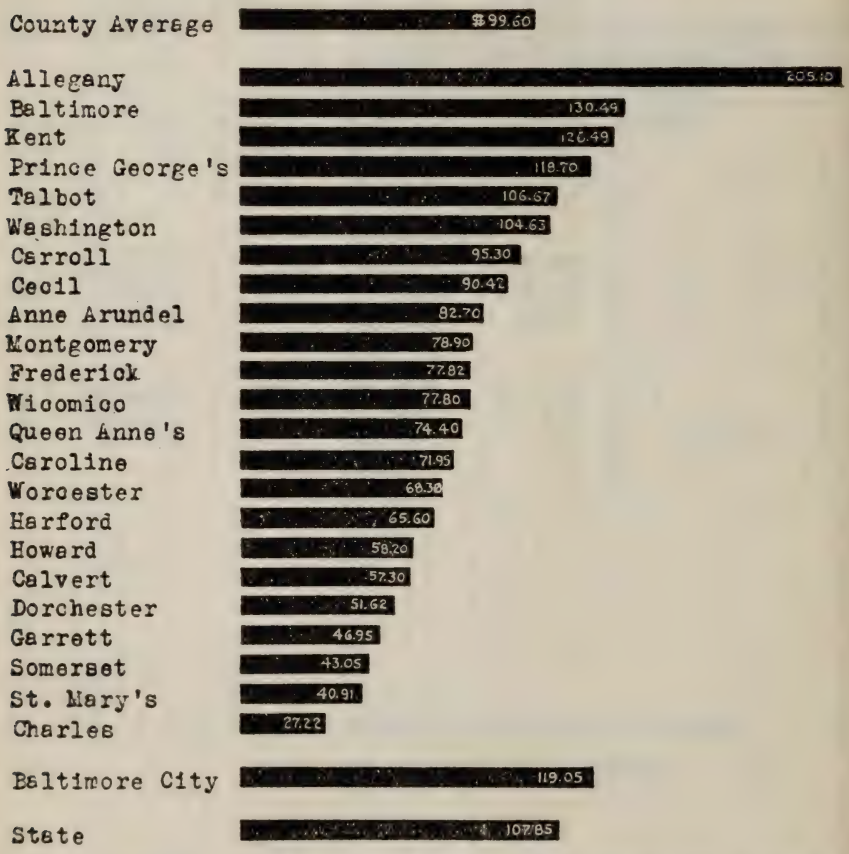
See Table XXXI, page 232.

VALUE OF SCHOOL PROPERTY

School property in Maryland in the year ending July 31, 1923, is valued at over twenty-two millions. Property occupied by white pupils is rated as worth over twenty and a half millions, and by colored pupils one and one half millions. (See Table 75.)

CHART WW

VALUE OF SCHOOL PROPERTY 1923 PER WHITE PUPIL



In the counties the average value of school property per pupil belonging is $99.60 in the white schools and $25.91 in the colored schools. The value per pupil ranges from $27.22 in Charles County white schools, to $205.10 in Allegany's white schools. In the colored schools the variation is from $7.33 in Howard county, which has many rented

buildings, to $278.39 in Allegany. Allegany is alone in spending more than $200 per pupil on buildings. Yet in these days of high building costs it is almost impossible to furnish standard modern school facilities without an expenditure of this amount. (See Charts WW and XX.)

CHART XX

VALUE OF SCHOOL PROPERTY 1923 PER COLORED PUPIL

The completion of Baltimore City's present building program will soon raise the value of its school property per pupil above $119.05 for white and $53.58 for colored pupils. Allegany and Baltimore Counties' buildings are valued at a higher amount per pupil than are the existing buildings in use in Baltimore City.

There is no accepted method in Maryland counties for reporting school building values—some using costs, other replacement value, and others assessed value at the last assessment. In order that we may adopt a method of valuation satisfactory and common to all, it would be advisable to have at an early county superintendents' conference a study and discussion of the best methods.

TABLE 75.

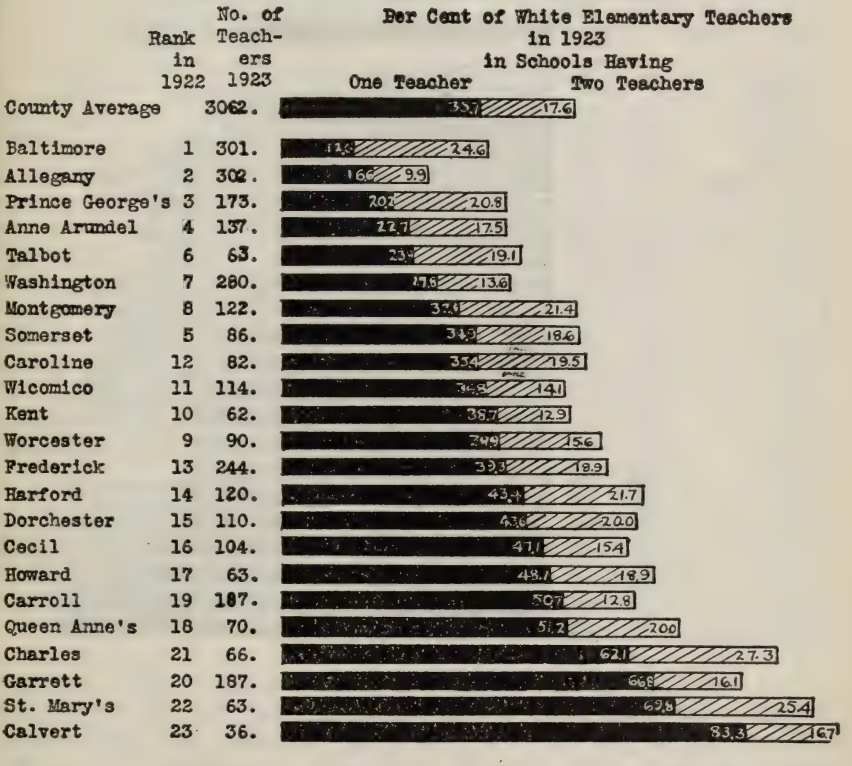
VALUE OF SCHOOL PROPERTY PER PUPIL BELONGING, 1923.

COUNTY	Schools for White Pupils			Schools for Colored Pupils		
	Value	Average No. Belonging	Value Per Pupil	Value	Average No. Belonging	Value Per Pupil
Allegany	$2,438,100	11,888	$205.10	$76,000	273	$278.39
Anne Arundel	404,700	4,892	82.70	40,000	2,571	15.56
Baltimore	1,749,800	13,413	130.49	99,000	1,694	58.41
Calvert	61,700	1,077	57.30	14,450	1,117	12.94
Caroline	233,550	3,247	71.95	16,000	1,019	15.70
Carroll	593,800	6,229	95.30	15,100	382	39.52
Cecil	321,400	3,552	90.42	29,800	498	59.81
Charles	46,150	1,695	27.22	28,635	1,516	18.89
Dorchester	189,300	3,665	51.62	22,750	1,729	13.16
Frederick	709,450	9,112	77.82	29,050	1,093	26.58
Garrett	222,285	4,737	46.95			
Harford	288,600	4,399	65.60	18,800	830	22.63
Howard	127,800	2,194	58.20	5,400	737	7.33
Kent	234,000	1,851	126.49	18,360	994	18.47
Montgomery	352,200	4,462	78.90	20,200	1,610	12.54
Prince George's	760,400	6,411	118.70	78,400	2,477	31.67
Queen Anne's	170,000	2,285	74.40	11,550	923	12.52
St. Mary's	75,800	1,853	40.91	16,300	1,186	13.74
Somerset	138,850	3,221	43.05	28,600	2,105	13.59
Talbot	247,000	2,317	106.67	42,200	1,270	33.22
Washington	1,150,900	11,000	104.63	13,000	339	38.35
Wicomico	348,000	4,471	77.80	58,850	1,588	37.06
Worcester	216,300	3,166	68.30	34,100	1,718	19.85
County Average	$11,080,085	111,137	$99.60	$716,545	27,669	$25.91
Baltimore City	9,616,589	80,737	119.05	823,419	15,367	53.58
Total	$20,695,674	191,874	$107.85	$1,539,964	43,036	$35.76

CONSOLIDATION OF SCHOOLS

The total number of white elementary teachers in the Maryland counties during the three years, 1922, 1923, and 1924, as shown in Table 29, page 76, has decreased by 14, in spite of the fact that at the same time the white elementary school population has probably increased by almost 3,000. Not only did the entire net decrease in teaching staff take place in one- and two-teacher schools—almost wholly in the one-

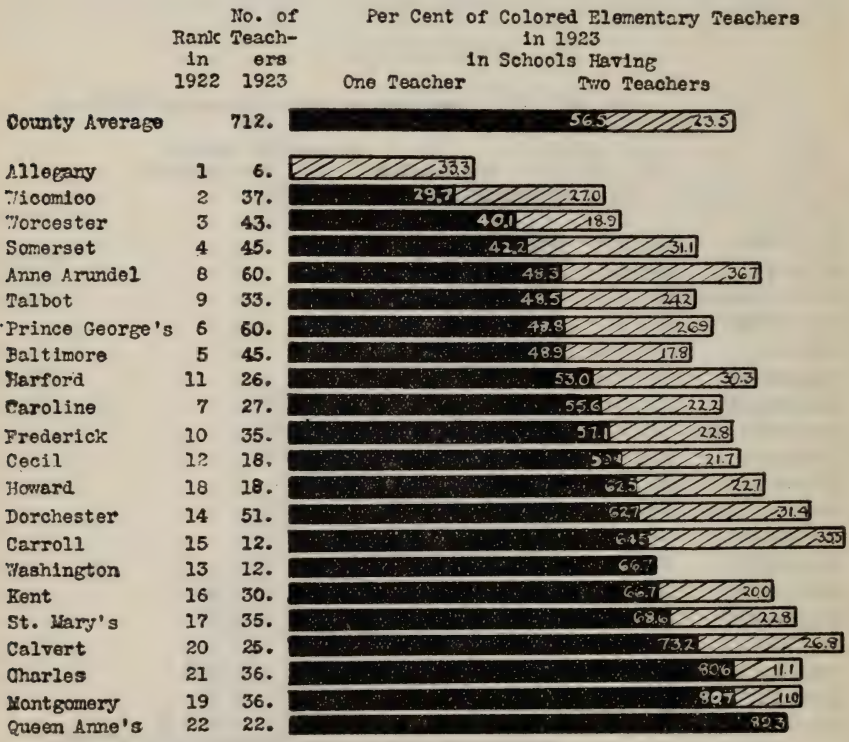
CHART YY


Rank in 1922
No. of Teachers 1923
Per Cent of White Elementary Teachers in 1923 in Schools Having
One Teacher
Two Teachers
County Average 3062. 35.7 17.6
Baltimore 1 301. 24.6
Allegany 2 302. 16.6 9.9
Prince George's 3 173. 20.8
Anne Arundel 4 137. 17.5
Talbot 6 63. 19.1
Washington 7 280. 13.6
Montgomery 8 122. 21.4
Somerset 5 86. 18.6
Caroline 12 82. 19.5
Wicomico 11 114. 14.1
Kent 10 62. 12.9
Worcester 9 90. 15.6
Frederick 13 244. 18.9
Harford 14 120. 21.7
Dorchester 15 110. 20.0
Cecil 16 104. 15.4
Howard 17 63. 18.9
Carroll 19 187. 12.8
Queen Anne's 18 70. 20.0
Charles 21 66. 27.3
Garrett 20 187. 16.1
St. Mary's 22 63. 25.4
Calvert 23 36. 16.7

teacher schools, indeed—but there was a decrease in the number of teachers in these schools alone of 65. This was partly offset by an increase of 51 teachers in the graded schools. The progress of school consolidation is evidently responsible for this shifting of figures in the two types of schools, rural and graded. There are now 3,026 county white elementary teachers.

That one per cent fewer teachers are in one-teacher schools than last year is therefore to be expected. Nearly 36 of every 100 white elementary teachers are in one-teacher schools, and less than 18 are in two-teacher schools, leaving 46 in the larger graded schools. Talbot has the smallest number (15) and Baltimore the smallest proportion (12.6 per cent) of white one-teacher schools. Garrett has the largest number (125) and Calvert the largest proportion of these schools (83.3 per cent). (See Chart YY.)

CHART ZZ


Rank in 1922
No. of Teachers 1923
Per Cent of Colored Elementary Teachers in 1923 in Schools Having
One Teacher
Two Teachers
County Average 712. 56.5 43.5
Allegany 1 6. 33.3
Wicomico 2 37. 29.7 27.0
Worcester 3 43. 40.1 18.9
Somerset 4 45. 42.2 31.1
Anne Arundel 8 60. 48.3 36.7
Talbot 9 33. 48.5 24.2
Prince George's 6 60. 48.8 20.9
Baltimore 5 45. 48.9 17.8
Harford 11 26. 53.0 30.3
Caroline 7 27. 55.6 22.2
Frederick 10 35. 57.1 22.8
Cecil 12 18. 59.4 21.7
Howard 18 18. 62.5 22.7
Dorchester 14 51. 62.7 31.4
Carroll 15 12. 64.5 35.5
Washington 13 12. 66.7
Kent 16 30. 66.7 20.0
St. Mary's 17 35. 68.6 22.8
Calvert 20 25. 73.2 26.8
Charles 21 36. 80.6 11.1
Montgomery 19 36. 80.7 11.0
Queen Anne's 22 22. 82.3

Only one-fifth of the colored elementary teachers are in graded schools. The one-teacher schools have 56.5 per cent of the colored teachers and the two-teacher schools nearly a quarter. Several counties, notably Howard, Anne Arundel, and Talbot, have made gains in the reduction of colored one-teacher schools. (See Chart ZZ.)

COUNTY TAX RATES

The average county tax rate in Maryland counties was approximately $1.50 for 1923. In Washington County it was only $1.02, while in Calvert, at the other extreme, it was $2.19. (See column 1 of Tables 76 and 77.)

If the relation of the county school budget to the total county budget were reflected in the tax rate, the average rate in the counties for running the schools would be 64 cents, and including debt service and capital outlay it would be 70 cents, leaving 80 cents to be expended for county purposes other than schools. Of this last named amount 29 cents went to roads. (See column 2 of Tables 76 and 77.)

The county school tax rate varies from 46 cents in Howard and Montgomery counties, which have the lowest rates, to 86 cents in Kent, with the highest rate, if *all* school expenditures are considered, and if the school rate bears the same relation to the total rate that the school budget bears to the total county budget. Schools, because of their vital importance to the community, must be given consideration as great as or greater than that given other county activities combined, if the schools are to render the best service. It behooves every county to stand in the school tax column as high as or higher than it stands in the column of expenditures for other purposes. The opposite, for example, is true of Howard and Dorchester counties, which rank high in expenditures for county purposes other than schools and low in the amount and proportion of the budget devoted to schools. (See Table 76.)

In Table 76 the counties are arranged in the order of the size of their tax rates, from highest to lowest, for the total county rate, for the school current expense rate, and for purposes other than schools. An alphabetical arrangement is provided in Table 77. The actual budget appropriations of the counties, listed alphabetically, are indicated in Table 78, and the assessed valuation of property taxable at the full rate for county purposes for 1923 is shown in Table 79.

TABLE 76.

COUNTY TAX RATES 1923 FOR ALL PURPOSES, SCHOOLS, AND PURPOSES OTHER THAN SCHOOLS.

COUNTY	Total County Tax Rate	COUNTY	County school tax rate if it were to total rate as school budget is to total budget. School Current Expenses	County school tax rate if it were to total rate as school budget is to total budget. All School Purposes	COUNTY	County tax rate for other than school purposes if it were to total rate as budget for these purposes is to county budget. Budget
County Average	$1.50	County Average	$0.64	$0.70	County Average	$0.80
Calvert	2.19	Kent	.86a	.93a	Calvert	1.32
Anne Arundel	1.94	Wicomico	.73b	.77b	Dorchester	1.23
Dorchester	1.79	Caroline	.72c	.73c	Anne Arundel	1.13
Garrett	1.77	Allegany	.71	.80	Garrett	.98
Somerset	1.64	Worcester	.69	.76	Baltimore	.98
Baltimore	1.62	Calvert	.69	.87	Somerset	.97
St. Mary's	1.55	Anne Arundel	.69	.81	Howard	.89
Wicomico	1.52	Prince George's	.67	.76	St. Mary's	.89
Kent	1.48	Garrett	.67	.79	Charles	.86
Talbot	1.46	Queen Anne's	.66	.67	Cecil	.83
Caroline	1.45	St. Mary's	.66d	.66d	Harford	.78
Cecil	1.45	Somerset	.65e	.67e	Talbot	.76
Charles	1.45	Talbot	.65f	.70f	Queen Anne's	.75
Howard	1.44	Carroll	.64g	.65g	Wicomico	.75
Queen Anne's	1.42	Baltimore	.61h	.67h	Carroll	.75
Carroll	1.40	Cecil	.59k	.62k	Caroline	.72
Harford	1.40	Charles	.59l	.59l	Frederick	.68
Prince George's	1.35	Dorchester	.55m	.56m	Montgomery	.65
Allegany	1.33	Harford	.55n	.62n	Prince George's	.59
Frederick	1.18	Frederick	.50o	.50o	Kent	.55
Montgomery	1.15	Washington	.49	.57	Worcester	.54
Washington	1.02	Howard	.46p	.55p	Allegany	.53
Worcester	1.30	Montgomery	.46r	.50r	Washington	.45

School Tax Rate published as follows:

a Kent	$ .66	$ .67	f Talbot	.68	.72	m Dorchester	.647	.657
b Wicomico	.764	.787	g Carroll	.69	.70	n Harford	.53	.595
c Caroline	.705	.78	h Baltimore	.69	.72	o Frederick	.58	.58
d St. Mary's	.67	.67					.62	.67

TABLE 77.

APPROXIMATE TAX RATES IN MARYLAND COUNTIES, 1923.

COUNTY	Total County Tax Rate	Rate if Relation to Total Rate were the Same as Relation to Total Budget of Parts of Budget for			
		School Current Expense	School Debt Service and Capital Outlay	Roads	Other County Purposes
County Average	$1.50	$0.64	$0.06	$0.29	$0.51
Allegany	1.33	.71	.09	.18	.35
Anne Arundel	1.94	.69 *	.12	.56	.57
Baltimore	1.62	.61 a	.03	.46	.52
Calvert	2.19	.69 *	.18	.69	.63
Caroline	1.45	.72*b	.01	.20	.52
Carroll	1.40	.64	.01	.09	.66
Cecil	1.45	.59 *c	.03	.22	.61
Charles	1.45	.59+*d	--	.44	.42
Dorchester	1.79	.55*†f	.01	.41	.82
Frederick	1.18	.50g	--	.07	.61
Garrett	1.77	.67 *	.12	--	.98
Harford	1.40	.55h	.07	.47	.31
Howard	1.44	.46i	.09	.41	.48
Kent	1.48	.86*j	.07	.25	.30
Montgomery	1.15	.46k	.04	.20	.45
Prince George's	1.35	.67 *	.09	.30	.29
Queen Anne's	1.42	.66 *	.01	.27	.48
St. Mary's	1.55	.66*l	.001	.30	.59
Somerset	1.64	.65*†m	.02	.23	.74
Talbot	1.46	.65n	.05	.23	.53
Washington	1.02	.49	.08	.19	.26
Wicomico	1.52	.73*o	.04	.25	.50
Worcester	1.30	.69 *	.07	.14	.40

* Receives Equalization Fund.
+Additional Funds received from Federal Government.
† .67 cents if divided by assessable basis taxable at the full rate.

Published as:
a Baltimore ..... .69
b Caroline ..... .765
c Cecil ..... .62
d Charles ..... .60
f Dorchester ..... .647
g Frederick ..... .58
h Harford ..... .53
i Howard ..... .49
j Kent ..... .66
k Montgomery ..... .53
l St. Mary's ..... .67
m Somerset ..... .68
n Talbot ..... .68
o Wicomico ..... .764

TABLE 78.

MARYLAND COUNTY BUDGETS FOR COUNTY PURPOSES, 1923.

COUNTY	Total County Budget	Budget for Schools			Roads	County Purposes other than Roads and Schools
		Current Expenses	Debt Service	Capital Outlay		
All Counties	$10,027,870	$4,275,911	$264,470	$96,215	$1,939,012	$3,452,262
Allegany	1,015,783	543,878	70,625	-------	138,750	262,530
Anne Arundel	595,258	210,563	34,437	3,000	172,693	174,565
Baltimore	1,961,149	736,988	25,208	7,000	556,431	635,522
Calvert	95,669	29,866	2,125	5,842	30,260	27,576
Caroline	212,825	104,775	700	1,500	30,000	75,850
Carroll	506,971	232,089	4,000	-------	30,958	239,924
Cecil	343,304	139,440	8,500	-------	52,000	143,364
Charles	123,686	49,913	-------	-------	37,600	36,173
Dorchester	409,577	126,604	-------	2,000	93,000	187,973
Frederick	682,452	290,528	-------	-------	38,251	353,673
Garrett	280,689	106,250	18,063	1,200	*	155,176
Harford	377,717	148,000	17,500	1,500	126,275	84,442
Howard	242,759	77,853	-------	15,878	68,556	80,472
Kent	172,493	100,484	6,935	1,600	28,980	34,494
Montgomery	598,437	236,770	20,397	-------	105,224	236,046
Prince George's	448,505	222,100	31,621	-------	97,536	97,248
Queen Anne's	208,648	96,500	-------	1,895	39,673	70,580
St. Mary's	112,197	47,674	100	-------	22,000	42,423
Somerset	178,308	70,475	1,200	1,100	25,000	80,533
Talbot	243,970	108,700	300	6,000	40,000	88,970
Washington	688,196	331,821	13,412	37,000	130,764	175,199
Wicomico	322,859	155,318	9,347	-------	51,990	106,204
Worcester	206,418	109,322	-------	10,700	23,071	63,325

*Included under "Other County Purposes."

ASSESSED VALUATION TAXABLE AT THE FULL RATE FOR COUNTY PURPOSES—1923 AS FURNISHED BY STATE TAX COMMISSION (WITH REVISION).

COUNTY	Real Estate	Tangible Personal Property	Railroad Real Estate and Rolling Stock	Ordinary Business Corporations	Domestic Share Corporations	Distilled Spirits	Total
Total County	$547,095,711	$69,415,584	$23,940,572	$23,654,601	$5,348,325	$162,800	$669,617,593
Allegany	52,366,094	6,504,892	5,057,606	5,369,740	1,078,763	55,020	70,432,115
Anne Arundel	29,013,867	*	595,973	545,193	518,517	----------	30,673,550
Baltimore	106,832,900	*	*	5,500,000	†	----------	112,332,900
Calvert	4,326,746	*	41,260	48,838	9,993	----------	4,426,837
Caroline	12,636,877	637,272	467,256	309,381	23,878	----------	14,074,664
Carroll	25,064,578	5,764,222	*	1,597,606	670,790	97,780	33,194,976
Cecil	16,348,272	4,090,499	2,309,247	371,549	104,362	----------	23,223,929
Charles	6,889,496	1,190,030	239,241	103,120	771	----------	8,422,658
Dorchester	14,132,115	3,708,815	465,315	581,369	52,531	----------	18,940,145
Frederick	37,778,830	9,420,964	1,073,348	1,250,250	650,000	10,000	50,183,392
Garrett	12,630,186	3,065,954	339,269	161,926	12,201	----------	16,209,536
Harford	20,630,720	4,806,135	1,970,539	541,966	788,391	----------	28,737,751
Howard	12,700,015	1,567,180	405,020	426,910	201,158	----------	15,300,283
Kent	10,990,817	2,657,611	573,279	153,722	77,037	----------	14,452,466
Montgomery	41,476,805	3,747,970	945,155	42,115	40,860	----------	46,252,905
Prince George's	28,290,360	3,326,411	1,544,913	124,119	124,870	----------	33,410,673
Queen Anne's	11,287,315	2,775,200	700,500	16,623	7,025	----------	14,786,663
St. Mary's	5,709,322	1,424,693	2,000	25,966	2,288	----------	7,164,269
Somerset	9,468,893	*	849,263	245,090	24,403	----------	10,587,649
Talbot	13,473,615	2,152,060	465,390	626,941	240,972	----------	16,958,978
Washington	47,430,173	7,716,294	3,902,402	3,519,921	435,331	----------	63,004,121
Wicomico	14,717,228	2,238,800	1,218,226	1,867,325	239,424	----------	20,281,003
Worcester	12,900,487	2,620,582	775,370	224,931	44,760	----------	16,566,130
Baltimore City	662,463,922	82,361,044	39,403,918	30,047,682	35,049,326	667,625	849,993,517
Total	$1,209,559,633	$151,776,628	$63,344,490	$53,702,283	$40,397,651	$830,425	$1,519,611,110

*Included in "Real Estate."
†Included in "Ordinary Business Corporations."

VOCATIONAL EDUCATION

Courses and Enrollment

During 1922-23 the vocational program affected a total enrollment of 2,424 pupils, exclusive of those taking teacher-training and foremanship courses. This figure is equivalent to sixteen per cent of the entire high school enrollment of the State, outside of Baltimore City. The number of pupils reached is rather encouraging, when it is recalled that the work has been in operation in the State only six years.

The enrollment was distributed among 21 schools offering agriculture, 18 evening schools offering 54 courses along industrial and home making lines, 4 part-time schools, 1 trade school, and 10 schools with vocational home economics courses. All the types of instruction which have developed in the national program, except that of industrial rehabilitation, were in operation in Maryland during 1922-23.

Baltimore City had the most varied program. All but six counties in the State participated, to a greater or less extent, however, in vocational education. The Eastern Shore made a very substantial beginning along this line, and in some sections the work has become quite popular. All the counties on the Western Shore, except Baltimore and St. Mary's, and all on the Eastern Shore, except Dorchester, Kent, and Wicomico, are giving vocational training during 1923-24.

A co-operative arrangement with the University of Maryland permitted using the heads of the teacher-training departments of agriculture and home economics for the supervision of these subjects in the high schools of the State.

Increased Financial Support.

Until 1922-23 the State appropriation was sufficient for administrative purposes only. The last Legislature, however, increased the annual appropriation for vocational education by $10,000, thus making the total for the purpose $15,000 a year. This larger fund has enabled the State Department of Education to lend greater financial encouragement to the work than has hitherto been possible. The county boards were offered a State as well as a Federal subsidy.

In Maryland the growth of vocational work, since its inauguration in 1917, has been gradual, but uninterrupted. In 1922-23 the total expenditure for salaries for vocational teachers in the counties and Baltimore City was $102,740.88, an increase over the previous year of nearly $12,000, or 15 per cent.

Federal Funds Available.

A considerable part of the money spent for vocational education in Maryland comes from without the State. Of the $102,741 expended for salaries in 1922-23, $45,586 was allotted to the State under the Federal Vocational Education Act (Smith-Hughes Act). These appropriations will increase gradually up to the year 1926, when, and annually thereafter, the allotment to Maryland will be $96,052.46. The following table shows the total annual allotment from the Federal Government, and the distribution to the several kinds of work.

TABLE 80.

FEDERAL ALLOTMENT TO THE STATE OF MARYLAND FOR VOCATIONAL EDUCATION UNDER THE SMITH-HUGHES ACT

Year	Total	Agriculture	Industry and Home Economics	Teacher Training
1922-1923	$61,768.31	$19,753.88	$28,243.94	$13,770.49
1923-1924	68,625.14	22,575.86	32,278.79	13,770.49
1924-1925	82,338.79	28,219.82	40,348.48	13,770.49
1925-1926 and annually thereafter	96,052.46	33,863.79	48,418.18	13,770.49

In order to develop a well-rounded program of vocational education, certain portions of the fund available, are allotted for specific purposes. This restriction is intended as a safeguard, to insure a reasonable development in the several lines of work and to discourage a one-sided program. The regulations prevent, for example, the placing of the entire emphasis on trade schools of the all-day type to the exclusion of continuation schools. One-third of the trade and industrial fund is designated for part-time instruction, and can be used for no other purpose. A maximum of 20 per cent of this same fund may be used for home economics, though this is not mandatory.

Of the total amount which may be received from Federal resources when the fund reaches its maximum, about 50 per cent is allotted to industrial education and home economics, 34 per cent to agriculture, and 16 per cent to teacher-training. For the year 1923-24 Maryland may receive $68,625.14, of which $22,575.86 would go to agriculture, $32,278.79 to industrial work, and $13,770.49 to the training and supervision of teachers for the three kinds of instruction.

Of the industrial fund, a maximum of slightly less than one-half may be devoted to day and evening industrial classes, a third to part-time industrial instruction, and a fifth to home economics. Twenty and sixty per cent are minimum and maximum parts of the teacher training fund which may used for preparing teachers in each of the three fields—agriculture, industrial education, and home economics,—and for supervision in each field a maximum of fifteen per cent may be used.

Salary Expenditures for 1922-23.

The following table accounts for expenditures on salaries only, and shows to what extent the various centers have, during the year, taken advantage of the work.

TABLE 81—TOTAL SALARY EXPENDITURES FOR VOCATIONAL EDUCATION BY COUNTIES OR INSTITUTIONS, 1922-23.

COUNTIES	Local	State	Federal	Total
Baltimore City	$21,192.76	--------	$13,256.25	$34,449.01 hi
University of Maryland	8,413.31	--------	8,413.29	16,826.60 ts
State Department of Education	--------	$5,990.90	2,936.60	8,927.50 s
Frederick	1,349.94	1,349.93	2,699.84	5,399.71 ah
Prince George's	1,140.20	1,140.21	2,280.41	4,560.82 ah
Harford	1,088.58	1,088.57	2,177.13	4,354.28 ah
‡Baltimore	840.00	840.00	1,680.00	3,360.00 i
Garrett	793.89	882.96	1,498.63	3,175.48 ah
Carroll	751.60	751.61	1,503.19	3,006.40 a
Worcester	587.51	687.49	1,074.99	2,349.99 h
Washington	575.00	575.00	1,150.00	2,300.00 a
Howard	564.28	664.30	1,028.57	2,257.15 ah
Caroline	518.75	518.75	1,037.50	2,075.00 a
Allegany	504.00	504.00	1,008.00	2,016.00 a
Queen Anne's	500.00	500.00	1,000.00	2,000.00 a
Montgomery	487.74	487.73	975.47	1,950.94 ah
Cecil	343.74	343.76	687.50	1,375.00 a
Talbot	331.25	331.25	662.50	1,325.00 ah
Charles	131.25	131.25	262.50	525.00 a
Anne Arundel	126.75	126.75	253.50	507.00 c
*Calvert	--------	--------	--------	---------
†St. Mary's	--------	--------	--------	---------
*Somerset	--------	--------	--------	---------
Dorchester	--------	--------	--------	---------
†Kent	--------	--------	--------	---------
Wicomico	--------	--------	--------	---------
Totals	$40,240.55	$16,914.46	$45,585.87	$102,740.88

* Note: Vocational instruction was inaugurated for 1923-24.
‡ Note: Vocational instruction discontinued for 1923-24.
† Note: The introduction of vocational instruction is under consideration.
a—Agriculture. h—Home Economics. i—Industrial c—Continuation. t—Teacher Training. s—Supervision.

The distribution of this total of $102,740.88 among the different types of instruction is almost uniform. While $61,768.31 was available from Federal funds, only $45,585.87 was expended. This was due to the restrictions relative to part-time work, which the county superintendents and Baltimore City have not seen fit to carry on to any great extent. A portion of the agricultural fund was also unexpended, because a few local superintendents failed to include in their budgets items to match this fund. Several of the counties not now participating

TABLE 82—SOURCES OF VOCATIONAL FUNDS, AND DISTRIBUTION OF EXPENDITURES BY SUBJECT AND TYPE OF SCHOOLS—1922-23

	Federal Allotment	Distribution of Expenditures			
		Local	State	Federal	Total
Agriculture:					
Day Schools	$19,753.88	$6,499.30	$6,499.34	$12,998.57	$25,997.21
Industries:					
Day Schools	13,180.50	9,904.93	----------	9,904.93	19,809.86
Evening Schools		2,985.00	----------	2,985.00	5,970.00
Part-Time Schools	*9,414.65	1,205.33	840.00	2,045.33	4,090.66
Total	$22,595.15	$14,095.26	$840.00	$14,935.26	$29,870.52
Continuation Part-Time Schools*	----------	326.69	326.69	653.37	1,306.75
Home Economics:					
Day Schools	----------	2,968.48	3,257.53	5,647.79	11,873.80
Evening Schools	----------	7,937.51	----------	.99	7,938.50
Total	$5,648.79	$10,905.99	$3,257.53	$5,648.78	$19,812.30
Teacher Training and Supervision					
In Agriculture	4,590.16	3,046.12	907.62	3,497.85	7,451.59
In Trade and Industry	4,590.17	2,163.25	4,204.26	4,228.81	10,596.32
In Home Economics	4,590.16	3,203.94	879.02	3,623.23	7,706.19
Total	$13,770.49	$8,413.31	$5,990.90	$11,349.89	$25,754.10
Grand Total	$61,768.31	$40,240.55	$16,914.46	$45,585.87	$102,740.88

* Included under Industrial Part-time Schools.

in the agricultural fund would have done so, except for the difficulty of providing local funds without handicapping the work in general education.

The distribution as to type of instruction, as well as the sources of funds, is shown in Table 82.

Types of Schools

Agriculture is taught only in day schools, and home economics and industrial education are given in day and evening schools. Some of the industrial work is on a part-time basis. Naturally, the day school has received most consideration. This is due to the fact that school administrators are in the habit of thinking of schools as of the day type. In a vocational program, however, this is not the logical thing. Evening schools and schools of the continuation type, for persons who have entered employment, should be emphasized to a greater extent in Maryland than heretofore.

The amount spent for teacher-training and supervision covers all three fields—agriculture, home economics, and industrial training.

Vocational Agriculture

The number of schools having departments of vocational agriculture remained approximately the same as during the previous year, though not all the same schools had such departments both years. The enrollment was 371. The total salary expenditure was $25,997.21, of which one-half, or $12,998.57, was returned to the county boards in the form of reimbursements. (See map, page 33, which has an "A" next to every high school giving vocational agriculture.)

The quality of instruction and of equipment were improved, and in several cases new laboratory facilities were provided. Job analyses and the job method were emphasized, together with the requirement of project records and cost accounts as a preparation for job management in farming.

Although no exact data on the service rendered by agricultural teachers to their respective communities are available, the teachers took part in grange work, community fairs, parent-teacher associations, agricultural societies, and horticultural and livestock exhibits.

Below is a list of the schools having agricultural departments in 1922-23, together with the expenditures for salaries, and the enrollment. (See Table 83.)

The Home Project, or Supervised Practice, In Agriculture

The farm or home plant is the outside laboratory of the pupil taking vocational agriculture. Each pupil is required to carry to completion an outside project of a practical nature, and to keep cost accounts and

STATE VOCATIONAL BOY'S JUDGING CONTEST IN 1923, HELD ANNUALLY AT FREDERICK IN CONNECTION WITH THE FREDERICK FAIR

The Contestants Represent Maryland County High Schools

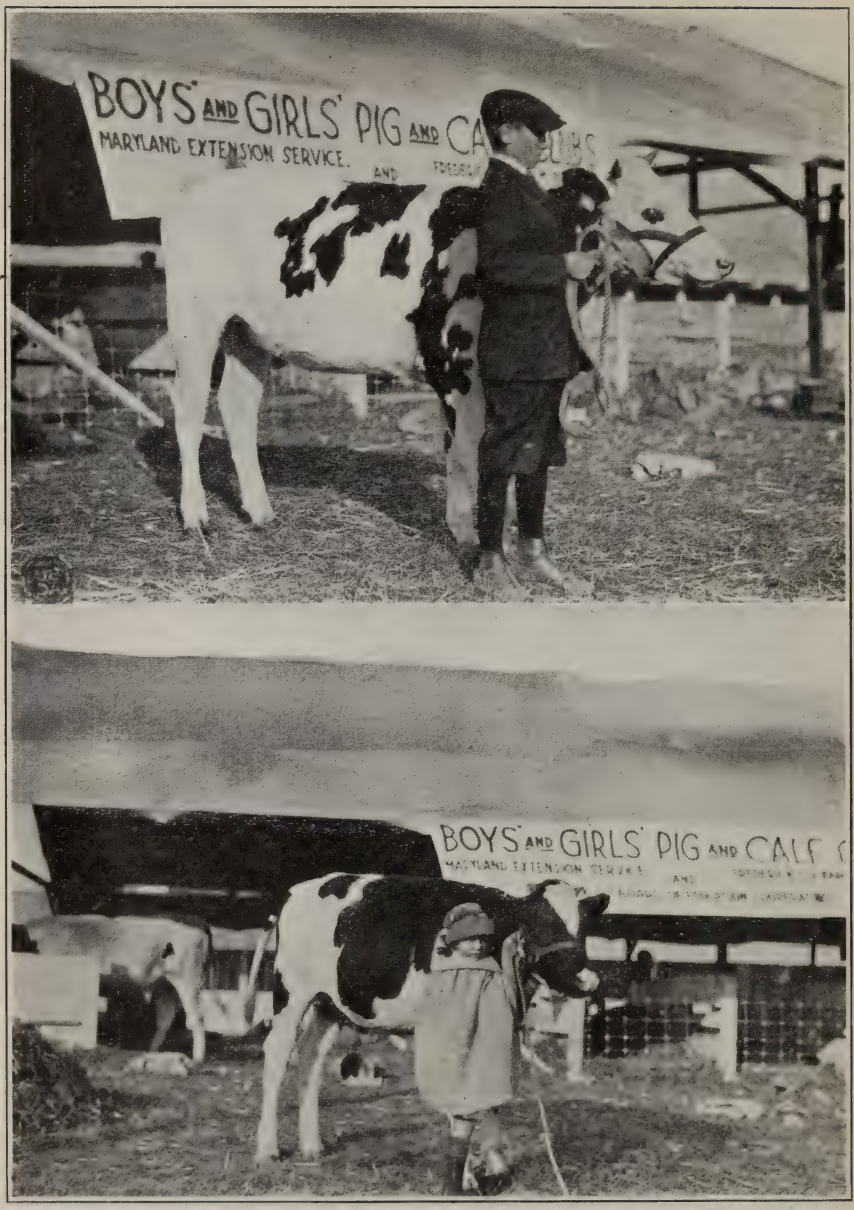


EXHIBIT OF FREDERICK COUNTY BOARD OF EDUCATION IN CO-OPERATION WITH THE EXTENSION SERVICE OF THE UNIVERSITY OF MARYLAND

labor expenditures in connection with it. This home project is often small, and, from the standpoint of the adult, insignificant; but it must be remembered that it is the largest business enterprise the pupil has ever undertaken on his own responsibility; hence it is educational if properly guided. The size and importance of the projects has increased. Formerly, a single unit of a farm enterprise was considered. In many cases the pupil now undertakes the whole farm enterprise. The crop production projects have increased from one acre to several acres, and the animal husbandry projects from a single specimen to a whole herd. Many pupils are also carrying over both crop and animal projects from year to year. After the crops are raised, livestock is provided to utilize them, and a double profit is thus made possible.

TABLE 83.

VOCATIONAL AGRICULTURE EXPENDITURES BY INDIVIDUAL SCHOOLS—1922-23

SCHOOL—COUNTY	Enrollment	Expenditure for Salaries	
		* Total	Per Pupil
WHITE			
Baden—Prince George's	22	$1,620.00	$73.60
Centerville—Queen Anne's	8	1,000.00	125.00
Clarksville—Howard	15	1,057.15	70.42
Clearspring—Washington	25	2,300.00	92.00
Denton—Caroline	18	1,037.50	57.60
Easton—Talbot	13	825.00	63.50
Flintstone—Allegany	28	2,016.00	72.00
Gaithersburg—Montgomery	23	1,017.60	44.25
Grantsville—Garrett	10	825.00	82.50
Hampstead—Carroll	6	1,221.40	203.57
Highland (Street)—Harford	29	2,100.00	72.40
Hyattsville—Prince George's	27	1,400.00	51.82
Jarrettsvile—Harford	22	1,414.28	64.22
Middletown—Frederick	32	2,199.96	68.70
Mount Airy—Carroll	19	975.00	51.30
Ridgely—Caroline	20	1,037.50	51.87
Rising Sun—Cecil	7	1,375.00	196.43
Stevensville—Queen Anne's	4	1,000.00	250.00
Westminster—Carroll	16	810.00	50.60
Total White	344	*$25,231.39	$73.35
COLORED			
Pomonkey—Charles	10	525.00	52.50
Upper Marlboro—Prince George's	17	240.82	14.17
Total Colored	27	*$765.82	$28.35
Grand Total	371	*$25,997.21	$70.00

* One-half of this amount was paid from Federal funds, one-fourth from State funds, and one-fourth by the local county authorities.

The project records brought to a close during 1923 (the projects for the year 1921-22) show, for the white schools, an average profit of $50.37 per pupil. The labor income from projects for the State was $10,679.61.

The largest returns were shown by the pupils of Baden High School, with a labor income of $2,513.69, or an average of $228.52 per pupil. The smallest returns were reported by Clearspring High School, with a pupil average of $12.69.

Some significance may be attached to the fact that while approximately $26,000 was expended for salaries of agricultural teachers, only about $13,500 came from the State and local funds, and the pupils projects, a side-line enterprise, actually brought on the market over $10,000 cash. Of course, however, it was the instruction, as in other lines of education, that was of most importance.

The tables following indicate the nature of these projects and their cost of production. (See Tables 84 and 85.)

TABLE 84—RELATION OF COST OF INSTRUCTION TO FINANCIAL INCOME FROM WHITE PUPILS' PROJECTS.

(1921-22—Completed in 1923.)

Schools	No. Pupils Completing and Reporting on Projects	Salaries of Teachers†	Total Labor Income	Average Labor Income per Pupil
Baden	11	$1,050	$2,513.69	$228.52
Westminster	12	800	1,507.67	125.64
Mt. Airy	11	1,575	781.31	71.03
Clarksville	7	1,214	496.52	70.93
Middletown	*19	2,100	1,065.34	62.67
Gaithersburg	15	1,224	574.45	38.30
Flintstone	21	2,016	781.73	37.23
Hyattsville	20	1,400	687.94	34.40
Jarrettsville	‡24	1,215	678.65	32.32
Grantsville	*10	1,000	236.94	29.56
Hampstead	14	900	344.24	24.59
Highland	20	2,100	443.48	22.17
Ridgely	18	1,650	351.99	19.55
Clearspring	17	1,767	215.66	12.69
Totals	219	$20,001	$10,679.61	$50.37

Average labor income per pupil per hour $0.73.
Average labor income per dollar invested by student $1.29.
*Two non-productive management projects included.
†Teachers' salaries listed are for time devoted only to agricultural education.
‡Three non-productive management projects included.

In 11 of these 14 schools, 100 per cent of the pupils enrolled for agricultural instruction completed projects. In Flintstone and Ridgely approximately 90 per cent of the boys enrolled completed projects; in Clarksville approximately 80 per cent—making an average of 97 per cent for the State.

TABLE 85—TABLE SHOWING CHARACTER AND SIZE OF AGRICULTURAL PROJECTS—1922

KIND OF PROJECT	No. Pupils Electing	Average Age	Average No. Wks. Operated	Average Number Acres	Average Number Animals	Average No. Hours work	Average		Average Labor Income	Average Labor Income	
							Receipts	Expenditures		Per Hour	Per Dollar Invested
Vegetable	53	15.1	20.7	0.18	------	80.0	$40.06	$11.38	$28.68	$0.357	$2.52
Potato	53	16.1	16.8	0.48	------	35.0	39.38	20.22	19.16	0.547	0.95
Corn	30	15.8	25.2	2.34	------	68.5	122.55	60.01	62.51	0.913	1.04
Poultry	17	15.4	35.6	-------	60.5	78.8	95.81	36.01	59.80	0.758	1.66
Swine	12	15.0	38.8	-------	4.8	68.7	159.89	81.97	77.92	1.134	0.95
Tomato	10	15.5	19.4	0.57	------	27.7	37.89	23.36	14.53	0.525	0.62
Tobacco	8	16.6	52.0	1.28	------	92.1	380.63	73.00	307.63	3.341	4.21
Sweet Corn	5	16.0	15.8	3.13	------	60.8	142.45	72.12	70.33	1.157	0.98
Orchard	5	16.8	36.4	1.63	------	51.1	38.42	19.15	19.27	0.377	1.01
Corn—Breeding	4	17.0	20.0	1.04	------	20.0	30.42	28.44	1.98	0.095	0.08
Strawberries	3	15.0	36.7	0.14	------	69.5	68.00	9.39	58.61	0.843	6.24
Bees	3	15.0	31.0	-------	*7.7	22.7	107.34	50.18	57.16	2.519	1.14
Onions	3	16.0	9.0	0.07	------	20.5	6.77	1.39	5.38	0.263	3.94
Calf	2	16.0	47.0	-------	1.0	200.0	358.45	309.10	49.35	0.247	0.16
Beans	2	16.5	17.5	0.14	------	63.8	15.77	1.48	13.29	0.209	8.98
Watermelon	2	14.5	17.0	0.17	------	13.1	13.29	2.92	10.37	0.791	3.55
Hot Bed	2	16.0	13.0	†3.0	------	12.2	10.25	2.54	7.71	0.632	3.04
Wheat	1	19.0	36.0	50.0	------	1,215.0	1,460.00	845.60	614.40	0.506	0.73
Peas	1	18.0	12.0	2.75	------	13.0	117.50	81.60	35.90	2.761	0.44
Grapes	1	16.0	52.0	‡55.	------	47.0	50.00	38.30	11.70	0.249	0.31
Pop Corn	1	15.0	19.0	.05	------	15.0	10.00	1.16	8.84	0.589	7.88
Ducks	1	14.0	14.0	-------	13.0	11.0	7.05	1.64	5.41	0.492	3.30
Management	1	15.0	10.0	-------	------	354.0	71.80	----------	71.80	---------	--------

*Colonies. †Sashes. ‡Vines.

Vocational Home Economics

The salary expenditures in vocational home economics for 1922-23 were $19,812.30. A total of 1,321 pupils enrolled in the several types of work offered.

In the City of Baltimore 15 schools conducted evening instruction in home economics. These classes had an enrollment of 971 pupils, with a teaching staff of 43.

In eight different counties of the State, ten day high schools gave home economics to 308 pupils. The salaries of the day-school home economics teachers amounted to $11,873.80, of which $5,647.79 was reimbursed from Federal funds. (See map H, page 33, which has an H next each high school giving work in vocational home economics.) On account of the small amount of Federal funds available for home economics, practically no reimbursement was possible for the evening schools run by Baltimore City in this subject. The expenditures in Baltimore City, however, amounted to $7,937.51. The following table indicates the schools, the enrollment, and the expenditures in vocational home economics for the year 1922-23. (See Table 86.)

TABLE 86.

HOME ECONOMICS—EXPENDITURES BY SCHOOLS—1922-23

School—County	Enrollment	Expenditure for Salaries				
		Local	State	Federal	Total	Per Pupil
DAY						
Baden—Prince George's	40	$325.00	$325.00	$650.00	$1,300.00	$32.50
Brunswick—Frederick	39	300.00	300.00	600.00	1,200.00	30.76
Easton—Talbot	23	125.00	125.00	250.00	500.00	21.74
Ellicott City—Howard	28	300.00	400.00	500.00	1,200.00	42.85
Gaithersburg—Montgomery	18	233.33	233.33	466.67	933.33	51.88
Grantsville—Garrett	10	143.74	143.74	287.46	574.94	57.49
Highland (Street)—Harford	13	210.00	210.00	420.00	840.00	64.60
Middletown—Frederick	32	300.00	300.00	600.00	1,200.00	37.50
Oakland—Garrett	40	443.90	532.97	798.67	1,775.54	44.39
Pocomoke—Worcester	65	587.51	687.49	1,074.99	2,349.99	36.13
Total Day	308	$2,968.48	$3,257.53	$5,647.79	$11,873.80	$38.55
Baltimore City—Evening	971	7,937.51		.99	7,938.50	8.18
Grand Total		$10,905.99	$3,257.53	$5,648.78	$19,812.30	

Industrial Education

In 1922-23, 774 pupils took advantage of the various courses offered in the field of industrial education. The expenditures for instruction amounted to $31,177.27, of which $14,421.95 was furnished through local sources, and $15,588.63 through Federal.

TABLE 87—INDUSTRIAL SCHOOLS—EXPENDITURES—1922-23

Schools	Enrollment	Expenditure for Salaries				
		Local	State	Federal	Total	Per Pupil
Day Schools:						
Baltimore City	235	$9,904.93	-------	$9,904.93	$19,809.86	$84.28
Evening Schools:						
Baltimore City	389	2,985.00	-------	2,985.00	5,970.00	15.35
Part-time Schools:						
Baltimore City—						
(Curtis Bay)	75	365.33	-------	365.33	730.66	9.74
Baltimore County						
(Sparrows Point)	20	840.00	840.00	1,680.00	3,360.00	168.00
Part-time General Continuation						
Anne Arundel County						
(Stanton)	19	126.75	126.75	253.50	507.00	26.69
Frederick County						
(Church Street)	36	199.94	199.94	399.87	799.75	22.23
Totals	774	$14,421.95	$1,166.69	$15,588.63	$31,177.27	

Additional part-time work was begun through the establishment of a continuation school at Curtis Bay.

Forty men were enrolled in the teacher-training course conducted in Baltimore as an extension center.

MUSIC

Objectives for 1922-23.

During the past year, the objectives in music in the schools of the State were as follows:

1. A thorough training of all normal school graduates in elementary school music.
2. Courses in school music, under special teachers, in all State summer schools.
3. The training of all elementary teachers in some of the features of the tentative course in music for the elementary schools through demonstration class teaching at the meetings of the county teachers' associations.
4. The introduction of the tentative course in music into such high schools as are equipped to teach music on a credit basis.
5. Assisting the county supervisors and helping teachers in the selection of content and in the development of method in music teaching in the elementary schools.
6. Stimulating the organization of orchestras, glee clubs, chorus and opera groups in every school where it is at all possible to do so.
7. Introducing community music activities through the co-operation of school and community.

Outstanding Needs

As the situation is carefully analyzed, it is evident that there are two fundamental things to be done if music is to become one of the regular elementary and high school subjects and be better taught. First, patrons and taxpayers must be led to know the values in music training and to believe in them to such an extent that school officials will have the financial and moral support necessary for this feature of school work. Second, and obviously more important, teachers must be trained in the subject. In the work of the past year, and, in fact, during the past two years, definite efforts have been made in these two directions.

School and Community Music Encouraged

It was advised and urged that the rendering of music be made a feature at all meetings held by Community and Patrons' Associations. It was urged that the people be trained, whenever possible, to sing and to understand the meaning and purposes of music. Communities were encouraged to select and train song leaders. Schools, in many instances, joined the people in community music programs. High school glee clubs, orchestras, and bands co-operated in public programs.

Special musical entertainments of a wholesome kind were given. They consisted of operettas, band and orchestra concerts, and miscellaneous programs.

The value of these activities can hardly be over-estimated. In them the study of music is motivated; splendid training results; a wholesome way of spending leisure is suggested; there is entertainment by the home folks for the home folks; considerable funds, in a number of cases, are realized for school and community improvements; and teachers, pupils, and the people are brought into a closer sympathy and understanding.

One of the most valuable of these programs was carried out in Carroll County, under the title, "The Carroll County Eisteddfod," the plan and results of which are set forth in the following report made by Miss Gertrude Morgan, who directed the work:

"The Carroll County Eisteddfod, or Inter-Scholastic High School Competition, which was held in the State Armory, Westminster, on the evening of May 31, was given for two purposes: first, to provide an opportunity for motivating the classroom work in music; second, to demonstrate to the patrons the type of work being accomplished. In appearing before the patrons of the schools, the various pupils' music organizations gave evidence, as perhaps they could have done in no other way, of the work that has been attempted as well as of the pupils' attainments.

"A certain part of the classroom work in music in the high schools in Carroll County is devoted to part-singing and to the study of worthwhile choruses. The spring Eisteddfod had been anticipated by all the schools for some time during the year, and while all classroom chorus work was by no means in direct preparation for the contest, it did, to a certain extent, afford a goal for which to work, and also made unnecessary any frenzied, last-minute rehearsals, which may so easily interfere with other school activities.

"Each high school had its glee club organizations, drawn from the various classes, which practiced at least once a week, after school hours, and took part in programs throughout the year. Four of the high schools organized orchestras which met once a week and played in public on various occasions. Practically all the selections presented at the contest had during the year been given by the different organizations at some musical event in the schools.

"Solo work was encouraged in the general school assemblies in each school. The soloists for the contest were selected by the music instructor and sang their contest numbers in some assembly before appearing at the Eisteddfod.

"Only music of a type worth studying was used. Brahms' 'Cradle Song' and Schubert's 'Hark, Hark, the Lark!' were representative numbers. About three hundred students, representing musical organizations of seven high schools of the county, competed, and the Armory was filled to its capacity with patrons, who seemed most appreciative."

While in no other part of the State was there carried out any county-wide musical affair, there were given during the year in many places special musical programs of quite as much value locally as was this county-wide program in the larger area.

Training of Teachers In Music

There are three principal fields in which teacher training in music may and should be carried on. Probably the most important one, in the long run, is the normal school. During the last school session music in both of the State normal schools received its fair share of attention in time assignments, under a competent teaching staff, for class instruction in method and content.

In all the State summer schools provision was made for courses in school music and a comparatively large number of the elementary teachers of the State (188) pursued these courses. A large number also received some training in the regular periods of assembly singing.

Next to the importance of the training given in the normal and summer schools is that which has been attempted with the teachers in actual service. This training of teachers in service not only meets the needs of the large number who have not had much musical training, but also supplements in a most helpful way the training received in the normal and summer schools. Through a series of class demonstrations and by special instruction in music at teachers' institutes, efforts were made during the year to extend the music training, in some measure, to all elementary teachers in the State. A few teachers in each county, selected by the county supervisors and State supervisor on the basis of music ability, were specially trained to give these demonstrations. More than one-half of the white elementary teachers had the benefit of these class demonstrations. In addition to those who observed the class demonstrations, the teachers of two counties, Anne Arundel and Baltimore, received special instruction in elementary music during the sessions of their teachers' institutes.

Musical Organizations In High and Elementary Schools

In practically every high school where there were orchestra, band or glee club organizations last year these were continued and in some places enlarged. The Oakland High School organized for the first time an orchestra and a choral club and rendered a musical entertainment of real merit at the close of the term. During the year both an orchestra and a boy's glee club were organized in the Church Street Elementary School of Frederick. This brings the number of elementary school orchestras up to five. Four years ago not a single elementary school had such an organization. The number of these useful groups of players would increase faster in both the elementary and high schools but for the fact that it is difficult, and in some sections impossible, to secure teachers who are competent to give the necessary training. If

ELEMENTARY SCHOOL ORCHESTRA, CHURCH STREET SCHOOL, FREDERICK, MD.

CENTRAL CLOSING EXERCISES FOR ELEMENTARY SCHOOLS, MAY, 1923
Above—Seventh Grade Pupils at Pocomoke City, Worcester County
Below—March of the Nations Drill at Berlin, Worcester County

every high school is to have an orchestra in the near future, and we can think of no more important adjunct to a school and community, there must be found some source from which to secure more teachers of the orchestra instruments. There is no question about the interest of the pupils in these extra activities. It is found that, with proper leadership and competent teaching ability, pupils are glad to remain even after regular school hours for practice, and parents gladly purchase instruments for any of their children who show special talent in this direction. (See picture.)

Teaching of Music In High Schools

The special stressing during the year of music in the elementary schools and in community meetings left little time for help in the high schools. With the tentative course in every high school, with the extra training of so many teachers through summer school study, and with the special attention which it is planned to give high school music, during the coming year, the secondary schools of the State ought to show considerable progress in music study.

PHYSICAL EDUCATION

The leader of athletics at the meeting of farm club boys in the New York State Camp last summer stated that the boys of Maryland who were selected from all over the State stood out as the most social group of any State. They had more initiative and team spirit, and a stronger group consciousness than any other boys. He ascribed this group consciousness to the team games taught in Maryland's schools.

Physical Education is becoming an integral part of the life of the school children of Maryland, because the children, teachers, and parents now recognize that, while education is gained in the home, through the church, and from daily work, it is at school, in the classroom and on the playfield, that the child is trained for "social efficiency." Schools are primarily places where the young are to be trained for community life, for future citizenship. Reading, writing, and arithmetic are not ends in themselves, but the tools the child must learn to use for the common good. The free public schools of America were founded to secure "good members of the Church and State." "Good behavior" is the chief objective of Maryland's school curriculum.

Because good conduct can be and is taught especially on the school playground, physical education in the State is growing rapidly in importance. Consequently, it is not surprising to find a third of the children from the fourth grade up voluntarily participating in the badge tests, and thirty-six per cent of the high school girls on regularly organized athletic teams. This means that our future citizens are laying the right foundations through health giving activities during youth. It means that our youth are building character during the formative period, rather than drifting in an aimless way in accordance with their impulses.

The program of physical education realizes "good behavior" has a different meaning for the child, the youth, and the adult, and demands that each age live up to a continually higher standard. If to a child a bad boy means a quarrelsome companion, dodge ball is urged as an outlet for his fighting tendencies, because in dodge ball this instinct may be controlled and directed. If unfairness is the dishonorable characteristic of the early teens, field ball is the organized game in which fair, clean play may be shown to be the only successful type. If to youths the disloyal boys are the most to be contemned, a team game, like soccer, will be valuable, because it will demand the best there is in a high school boy. Even disobedience—in most parents' view the outstanding fault of children—disappears, as the pupil voluntarily chooses, as a team member, to become subject to the orders of his captain.

In carefully selected games, school children learn the better conduct according to their age in growth as well as according to what is generally considered the best behavior. If experience has shown juniors must not compete with seniors in New York, it is unnecessary to repeat that error in Maryland. If competition between those of the same weight is fairer and teaches higher standards in Garrett County, it should be used immediately in Worcester County. Uniform standards and rules in games teach a respect for law and order, with the result that Maryland will have less crime in the future. If "crime is a failure or refusal to live up to the standard of conduct deemed binding by the rest of the community," the preventive work of athletics, as they promote self respect, self control, and regard for others, will be more appreciated every year. Unfortunate natural tendencies will be converted by substitution into valuable channels. The desire to gain material things will be changed by sports to a desire to use power fairly and honorably, and each youth will know that taking what is not really his, whether it be an extra yard in a race or an "offside" goal, is dishonesty. In the light of the fact that seventy-five per cent of crimes arise from greed, is it not wiser to try these preventive methods rather than the ineffective ways of the past?

Badge Tests

The experience in badge tests in Maryland was used in the revision of the standards of tests of the Playground and Recreation Association of America. Eight thousand four hundred and ninety-four white and three thousand one hundred and forty-three colored boys and girls won badges, while 22,159 white and 8,257 colored boys and girls successfully passed one of the three events which constitute the test. This year's tables show the proportionate number of boys and girls, above and including the fourth grade, who participated in these physical tests. Again Queen Anne's County had the greatest proportion who took part. "Physical Ability" date bars were won by 40 boys and116 girls who had previously won gold badges. It is recommended that it be made more difficult to secure a second date bar. (See Charts A1 and B1, and Table XXIII, page 244.)

Field Days In the Counties

In 1922-23 every county had a field day, and this has become the big day of the year for the school children. Towns are vying with one another for the privilege of being host. Hurlock entertained Dorchester County on a new athletic field bought by the people for this purpose. Greensboro also dedicated a new piece of land on Caroline's field day. Ridgely and Queen Anne secured new fields as a result of their athletic programs. St. Mary's held its biggest day at Leonard Hall College, Leonardtown. The meet for the strictly rural schools of Allegany has stimulated Prince George's County to have a similar day. Local schools are planning athletic campaigns a year ahead. Cecil, Anne Arundel, and Frederick counties made marked increases in their number of badge test competitors. The Rotary Club of Annapolis has equipped four playgrounds. As a result of these activities graduates of high schools are taking courses in physical education, and the Playground Athletic League has had four county graduates teaching this year. Frederick High has put on its force a physical education teacher for girls.

State-Wide Meet

The Ninth Annual Championships were held at Homewood Athletic Field, Johns Hopkins University, June 8, 1923, and were won by the representatives of Allegany County. The boys' band of Thurmont High School furnished music for the day. The Maryland Parent-Teacher Association, through its several school groups in Baltimore, entertained the boys in county groups. Miss Tall entertained again at the Towson Normal the twenty teams of girls who came to play volley ball. The championship in dodge ball was won by Charles County, and that in volley ball by Allegany County.

Team Games Played

During the year 16,737 white boys and girls played on 1,231 teams, and an additional 4,785 boys and girls participated in group athletics in Baltimore, Howard, and Anne Arundel counties. In Baltimore County field ball was tried as a fall game for the girls and was a real success. It is recommended for intra-county games. The one-room mixed dodge ball continues popular, showing nearly 30 per cent increase. Speed ball nearly doubled. Baltimore and Allegany Counties, basket ball tournaments were conducted by official referees of the Playground Athletic League. (See Table XXIV, page 245.)

Soccer

Soccer continues its popularity as the fall game for high school boys, since only two out of the 92 first group high schools have rugby and not soccer. Ninety-four teams played four hundred and thirty-six games in twenty-two counties. Other states are profiting by the ex-

CHART A1

PERCENT PASSING PRELIMINARY AND FINAL TESTS OF BOYS' ATHLETIC BADGE TESTS 1923

BASED ON ENROLLMENT OF OCTOBER 1922 4th. GR. TO IV YR. H.S. INCLUSIVE

COUNTY	ENROLLMENT	ENTERED	WON	PER CENT (WON / ENTERED)
Q.A'S.	652	498	118	18 / 76
A.A.	1,440	695	194	14 / 48
TAL.	728	336	161	22 / 46
CARO.	1,042	451	151	15 / 45
CHAS.	452	194	37	8 / 43
MONT.	1,260	497	118	9 / 40
KENT	534	215	72	14 / 40
CECIL	974	388	140	14 / 40
HOW.	601	221	94	16 / 37
FRED.	2,815	1,004	290	10 / 36
P.G'S.	1,818	636	224	12 / 35
DOR.	1,004	304	72	7 / 30
CAL.	296	85	19	6 / 29
WIC.	1,361	376	109	8 / 28
HAR.	1,318	360	156	12 / 28
WOR.	900	229	87	10 / 25
CARR.	1,719	423	68	4 / 25
BALTO	3,760	940	283	7 / 25
ALLE.	3,528	769	260	7 / 22
ST. M'S	528	96	9	1 / 18
SOM.	930	153	51	5 / 16
WASH	3,119	275	143	5 / 9
GAR.	1,311	118	67	5 / 9
TOTAL	32,090	9263	2,923	9 / 29

* ADDITIONAL P.A.L. INDOOR MEET ENTRANTS

A.A.	68	21
BALTO.	488	101
HOW.	28	—

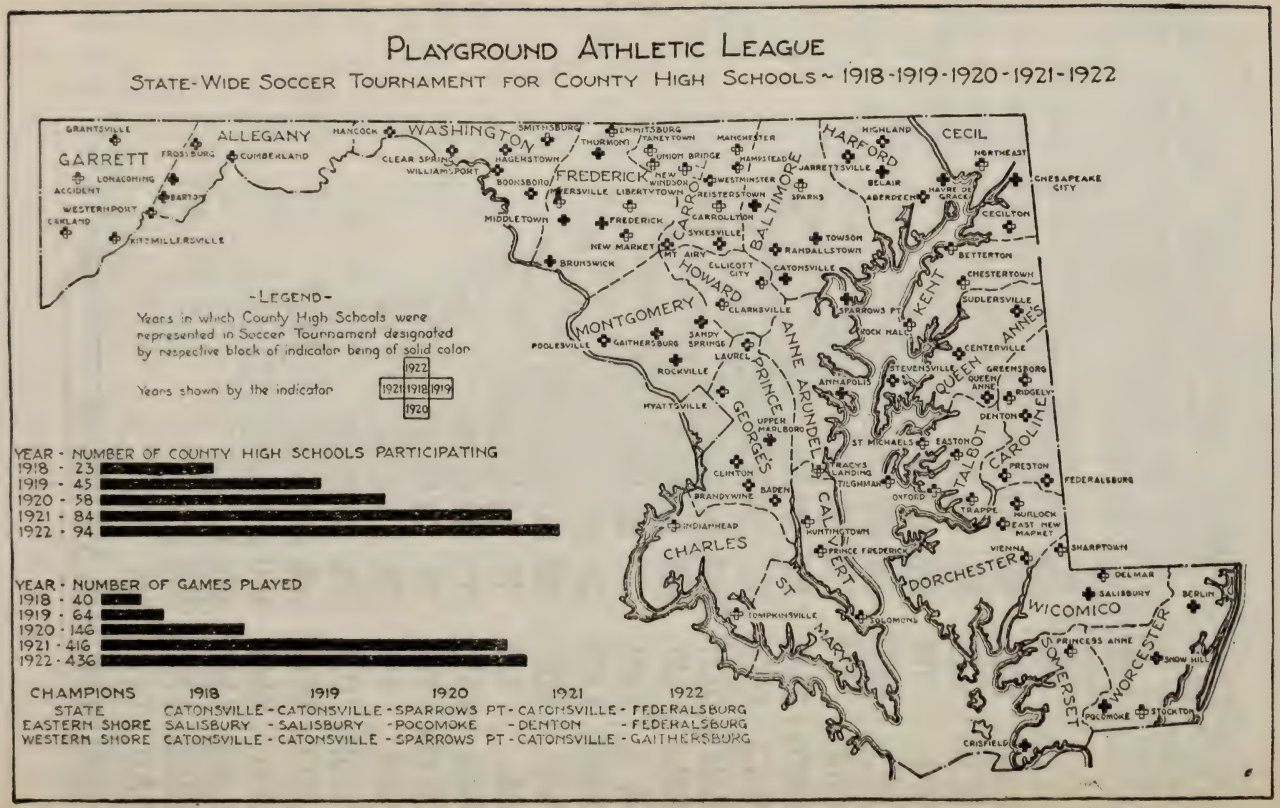
CHART B1

PERCENT PASSING PRELIMINARY AND FINAL TESTS OF GIRLS' ATHLETIC BADGE TESTS 1923

BASED ON ENROLLMENT OF OCTOBER 1922 4th GRADE TO IVYR. H.S. INCLUSIVE

COUNTY	ENROLLMENT	ENTERED	WON	PER CENT WON	PER CENT ENTERED
Q.A'S.	758	620	227	29	79
CARO.	1,070	780	355	36	78
KENT	620	466	134	22	75
TAL.	718	470	179	25	66
CECIL	1,055	630	252	24	60
CHAS.	474	238	123	26	50
FRED.	2,846	1,312	589	21	46
P.G'S.	1,969	866	369	19	44
BALTO.	3,777	1,644	668	18	44
HOW.	691	283	168	24	41
A.A.	1,503	617	326	22	41
MONT.	1,638	676	272	17	41
WIC.	1,201	452	255	21	38
CAL.	333	119	60	18	36
HAR.	1,336	395	159	12	30
ST. M'S.	523	152	69	13	29
SOM.	989	280	105	10	28
WOR.	1,075	276	128	12	26
ALLE.	3,941	968	421	11	25
DOR.	2,067	491	240	12	24
WASH.	3,140	435	215	7	14
CARR.	1,791	585	204	4	11
GAR.	1,411	141	53	4	10
TOTAL	34,936	12,896	5,571	16	37

CHART C1


PLAYGROUND ATHLETIC LEAGUE
STATE-WIDE SOCCER TOURNAMENT FOR COUNTY HIGH SCHOOLS ~ 1918-1919-1920-1921-1922
GARRETT
ALLEGANY
WASHINGTON
FREDERICK
CARROLL
BALTIMORE
HARFORD
CECIL
HOWARD
MONTGOMERY
ANNE ARUNDEL
PRINCE GEORGE'S
CHARLES
CALVERT
ST MARY'S
KENT
QUEEN ANNE'S
TALBOT
CAROLINE
DORCHESTER
WICOMICO
SOMERSET
WORCESTER
-LEGEND-
Years in which County High Schools were represented in Soccer Tournament designated by respective block of indicator being of solid color
Years shown by the indicator
1922
1921 1918 1919
1920
YEAR - NUMBER OF COUNTY HIGH SCHOOLS PARTICIPATING
1918 - 23
1919 - 45
1920 - 58
1921 - 84
1922 - 94
YEAR - NUMBER OF GAMES PLAYED
1918 - 40
1919 - 64
1920 - 146
1921 - 416
1922 - 436
CHAMPIONS 1918 1919 1920 1921 1922
STATE CATONSVILLE - CATONSVILLE - SPARROWS PT - CATONSVILLE - FEDERALSBURG
EASTERN SHORE SALISBURY - SALISBURY - POCOMOKE - DENTON - FEDERALSBURG
WESTERN SHORE CATONSVILLE - CATONSVILLE - SPARROWS PT - CATONSVILLE - GAITHERSBURG

perience here. Connecticut and Missouri have recommended it as the high school game. The championships were played on the Eastern Shore, at Easton, Talbot County. The winning team of the Eastern Shore was Federalsburg, of Caroline County, which won the State championship over Gaithersburg, of Montgomery County, representing the Western Shore. (See Chart C1.)

Girls' Athletics

Chart D1 shows the continued growth among girls of interest in athletics adapted to girlhood. Because of the activities of Maryland's girls the supervisor was invited to help plan a national conference upon athletics for girls. He also had a part in planning an indoor and outdoor athletic meet for girls in Baltimore. At the latter 3,216 participated in the various events. (See Chart E1.)

Athletics for Colored Boys and Girls.

In Chart F1, the State wide athletics for girls and boys attending colored schools are shown.

Other Activities

Carroll County has been using a play teacher as attendance officer. Montgomery County plans to use the income from concessions at its field meet to improve the physical education program of the county. Courses were given at each summer school in Maryland in the type of physical education used in the State. Mr. W. S. Pitman also gave a course at Hampton Institute to the Jeanes teachers.

Medical Examinations

The medical report shows that 5,174 boys and 1,699 girls, a total of 6,873 pupils, were examined in the county schools. There were found 12,215 defects, 4,443 of which were bad teeth; 1,490, bad tonsils; 1,033, defective vision; 72, mitral heart lesions; 57, ruptures. The nurses of the Baltimore County Children's Aid Society closed 1,632 cases, with 2,354 visits, which were 75.77 per cent successful. The mobile dental unit of the Baltimore County Junior Children's Aid Society examined 3,416 mouths and performed 6,073 pieces of work at forty-six schools. Now the county has secured a full-time dentist, Dr. Myron H. Price, trained at the Rochester Dental Dispensary, of Rochester N. Y. Inability to secure a woman physician prevented the continuation of inspection of high school girls throughout the State. Baltimore County decided to examine yearly only the high school pupils, the others who have athletics being examined every three years. (See Chart G1.)

CHART D1

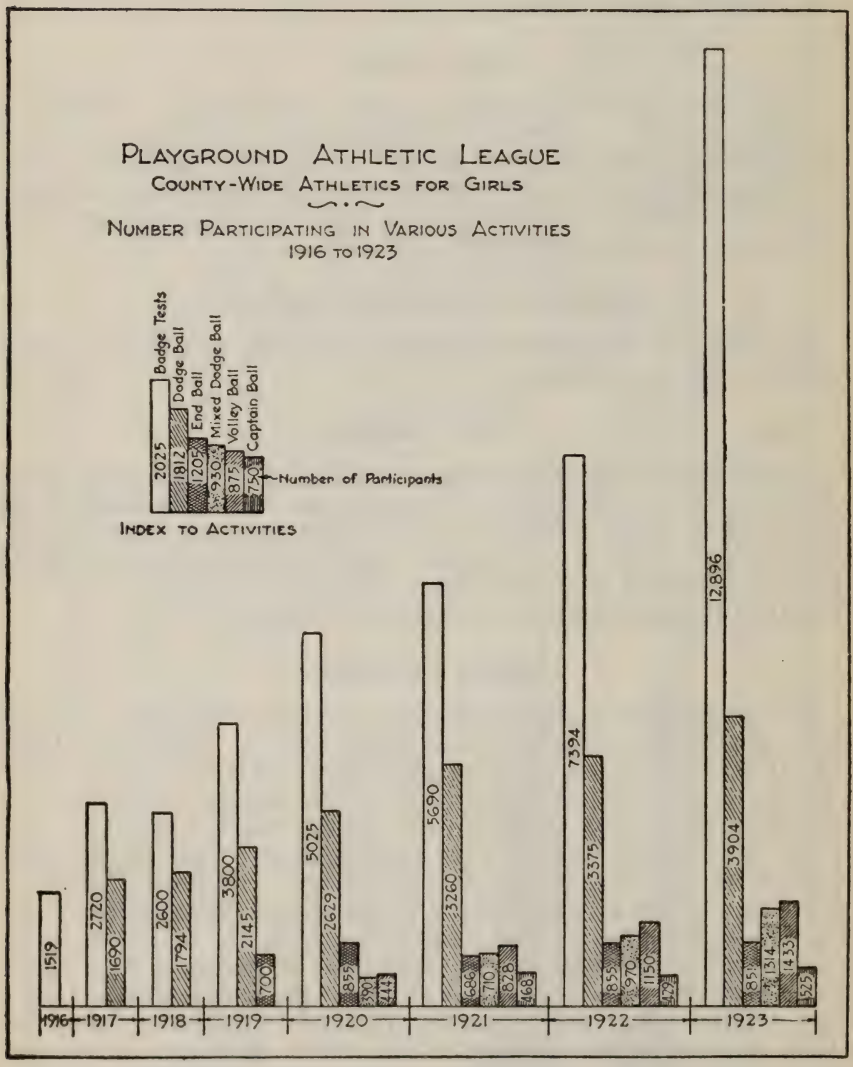
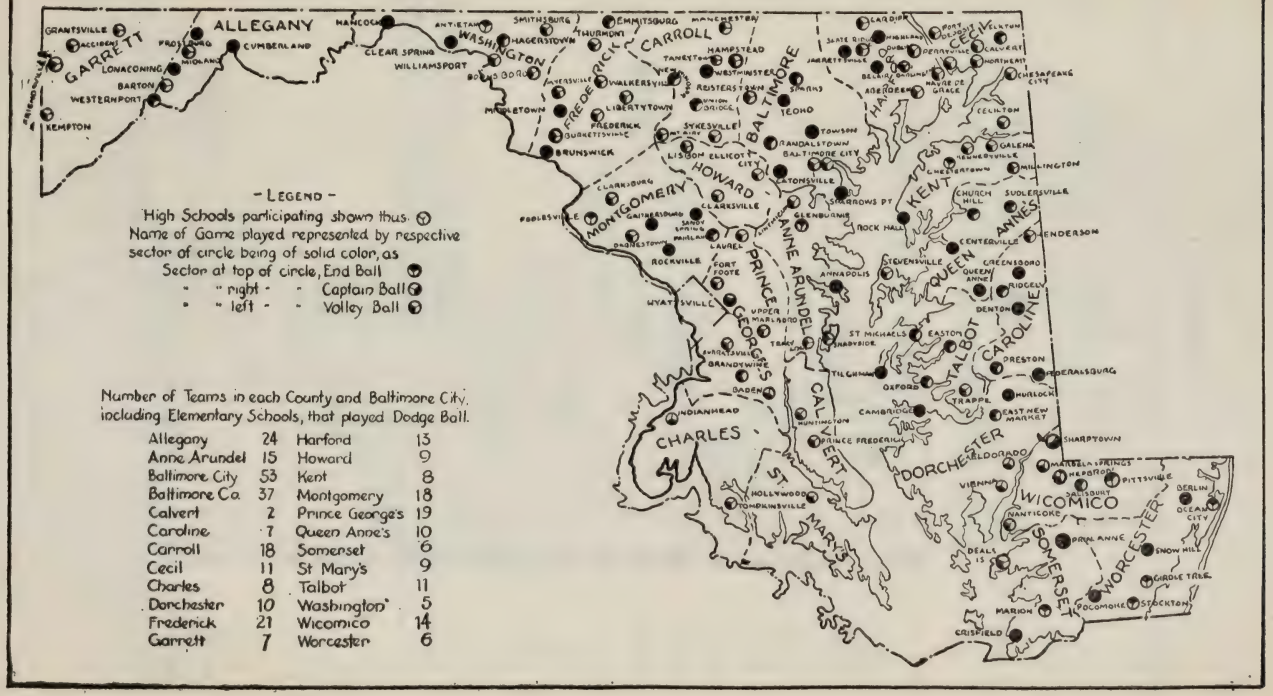

PLAYGROUND ATHLETIC LEAGUE
COUNTY-WIDE ATHLETICS FOR GIRLS
NUMBER PARTICIPATING IN VARIOUS ACTIVITIES
1916 TO 1923
Badge Tests
Dodge Ball
End Ball
Mixed Dodge Ball
Volley Ball
Captain Ball
2025
1812
1205
930
875
750
Number of Participants
INDEX TO ACTIVITIES
1519
2720
1690
2600
1794
3800
2145
700
5025
2629
855
390
415
5690
3260
686
710
828
468
7394
3375
855
970
1150
529
12,896
3904
851
1314
1433
525
1916
1917
1918
1919
1920
1921
1922
1923

CHART E1

PLAYGROUND ATHLETIC LEAGUE

STATE-WIDE ATHLETICS FOR COUNTY HIGH SCHOOL GIRLS

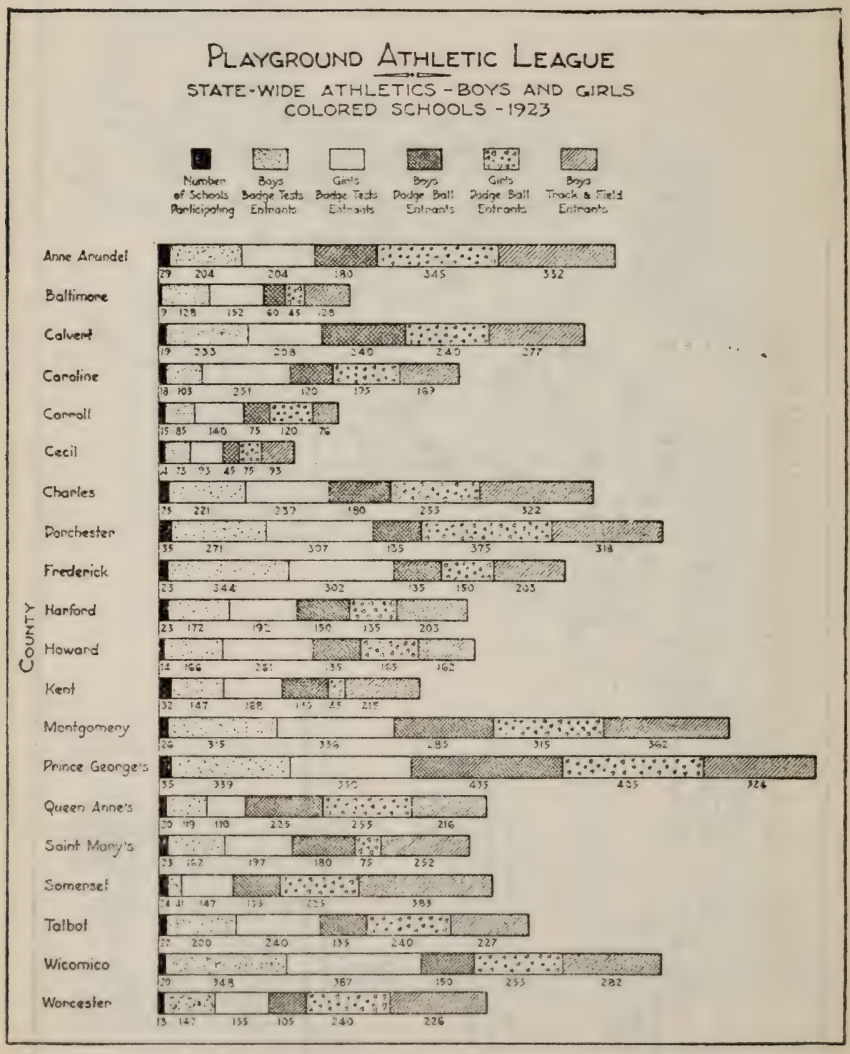
NUMBER OF TEAMS PARTICIPATING IN GAMES TOURNAMENT, 1923



Number of Teams in each County and Baltimore City, including Elementary Schools, that played Dodge Ball.

Allegany	24	Harford	13
Anne Arundel	15	Howard	9
Baltimore City	53	Kent	8
Baltimore Co.	37	Montgomery	18
Calvert	2	Prince George's	19
Caroline	7	Queen Anne's	10
Carroll	18	Somerset	6
Cecil	11	St Mary's	9
Charles	8	Talbot	11
Dorchester	10	Washington	5
Frederick	21	Wicomico	14
Garrett	7	Worcester	6

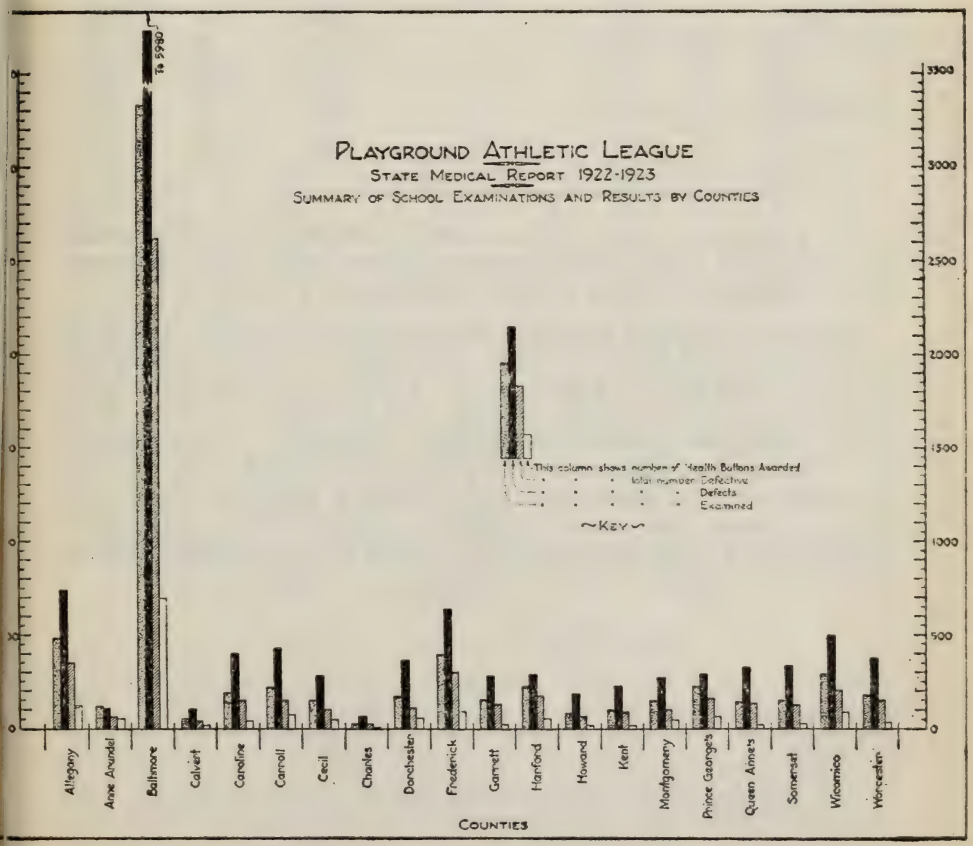
CHART F1


PLAYGROUND ATHLETIC LEAGUE
STATE-WIDE ATHLETICS - BOYS AND GIRLS
COLORED SCHOOLS - 1923
Number of Schools Participating
Boys Badge Tests Entrants
Girls Badge Tests Entrants
Boys Dodge Ball Entrants
Girls Dodge Ball Entrants
Boys Track & Field Entrants
COUNTY
Anne Arundel 29 204 204 180 345 332
Baltimore 9 128 152 60 45 128
Calvert 19 233 288 240 240 277
Caroline 18 103 251 120 175 197
Carroll 15 85 140 75 120 76
Cecil 14 73 93 45 75 93
Charles 25 221 237 180 255 322
Dorchester 35 271 307 135 375 318
Frederick 23 344 302 135 150 205
Harford 23 172 192 150 135 203
Howard 14 166 281 135 165 162
Kent 32 147 188 145 85 215
Montgomery 26 315 336 285 315 362
Prince George's 55 339 250 435 435 324
Queen Anne's 20 119 110 225 255 216
Saint Mary's 23 162 197 180 75 252
Somerset 24 41 147 135 225 383
Talbot 22 200 240 135 240 227
Wicomico 29 348 387 150 255 282
Worcester 13 147 155 105 240 226

Research Work

In co-operation with the Lawrence Memorial Research Fund, a very important study is being made of the underweight and overweight children of Baltimore County. A Committee on Heredity, under the chairmanship of Dr. Charles B. Davenport, of the Carnegie Institution, of Washington, with fellow members Dr. Raymond Pearl, and Dr. H. S. Jennings, both of Johns Hopkins University, and Roswell H. Johnson, University of Pittsburgh, has organized the study of the families of 50 overweight children and 50 underweight children. A trained research worker, Miss Louise A. Nelson, loaned by the Carnegie Institution, has now become a member of the Playground Athletic League staff and will continue this work and other pieces of research.

CHART G1



THE MARYLAND STATE NORMAL SCHOOLS AT TOWSON AND FROSTBURG

The Normal School Graduates of 1923

The fifty-eighth year of the Maryland State Normal School at Towson and the twenty-first at Frostburg, ending in the summer of 1923, showed an increase of 156 in the graduating classes.

TABLE 88.

NUMBER OF GRADUATES, 1923 AND 1922.

	Towson	Frostburg	Total
June, 1923	219	50	269
End of 1923 Summer Session	21	8	29
Total—1923	240	58	298
Total—1922	114	28	142
Increase	126	30	156

The graduates, nearly 300 in number, comprised the largest class ever graduated from Towson and the second largest class graduated from Frostburg, the class of 1917 exceeding it by 9 only.

All except 6 of these graduates are teaching in Maryland, 272 in the counties and 20 in Baltimore City. One-fourth of the Towson graduates are in one-teacher schools, nearly a fifth in two-teacher schools, and 55 per cent in the larger schools. The Frostburg graduates teach for the most part in one-teacher schools, as Allegany County does not take inexperienced teachers into its graded schools, and Garrett County is largely rural. Two-thirds of the Frostburg graduates are in one-teacher schools, and about one-fifth in graded schools. The rural schools offer a great opportunity for service to the community and to the cause of education. (See Table 89.)

TABLE 89.

DISTRIBUTION OF 1923 NORMAL SCHOOL GRADUATES BY COUNTY PLACEMENT AND TYPE OF SCHOOL.

COUNTY	TYPE OF SCHOOL							
	One-Teacher		Two-Teacher		Graded		Total	
	Towson	Frostburg	Towson	Frostburg	Towson	Frostburg	Towson	Frostburg
Allegany	..	24	..	1	1	..	1	25
Anne Arundel	2	..	..	..	16	..	18	..
Baltimore	9	..	2	..	30	..	41	..
Calvert	2	..	1	..	..	..	3	..
Caroline	..	..	..	..	2	..	2	..
Carroll	1	3	2	3	5	5	8	11
Cecil	5	..	4	..	1	..	10	..
Charles	..	..	2	..	..	..	2	..
Dorchester	8	..	2	..	3	..	13	..
Frederick	1	2	4	..	7	..	12	2
Garrett	1	8	..	..	..	5	1	13
Harford	8	..	3	..	5	..	16	..
Howard	..	2	2	..	2	..	4	2
Kent	1	..	1	..	2	..	4	..
Montgomery	3	..	2	..	1	..	6	..
Prince George's	2	..	5	..	12	1	19	1
Queen Anne's	6	..	1	..	1	..	8	..
St. Mary's	..	..	1	..	..	..	1	..
Somerset	..	..	3	..	3	..	6	..
Talbot	..	..	2	..	2	..	4	..
Washington	1	..	4	..	10	..	15	..
Wicomico	5	..	1	..	3	..	9	..
Worcester	6	..	3	..	6	..	15	..
Baltimore City	..	..	..	..	20	..	20	..
Out of State	..	..	..	..	..	..	..	1
Studying or not teaching	..	..	..	..	..	..	..	3
Married	..	..	..	..	..	..	1	..
Unaccounted for	..	..	..	..	..	..	1	..
Total	61	39	45	4	132	11	240	58
Grand Total	100		49		143		298	
Per Cent each school	25.4	67.2	18.8	6.9	55.0	19.0	*99.2	†93.1
Per Cent grand total	33.6		16.4		48.0		98.1	

* .8 married or unaccounted for.
†6.9 out of State, studying, or not teaching.

Graduates Return to Home Counties

Four-fifths of the Towson graduates (185) and nearly three-fifths from Frostburg (32) took positions in their home counties. Anne Arundel, Cecil, Montgomery, Queen Anne's, and St. Mary's counties secured every one of their own graduates; Calvert, Carroll, Harford, Kent, Prince George's, Garrett and Worcester each lost only one of their respective graduates. The home counties which lost their grad-

uates did so either because there were not sufficient places open or because more attractive opportunities were available in other counties with higher salary schedules, as in Baltimore or Prince George's counties or in Baltimore City. A county which has many untrained teachers and which wishes to replace them with normal graduates must send its own high school graduates to the normal schools. On the average 8 out of 10 who remain at the normal school to graduate will come back to their home county. This applies especially to Wicomico, Prince George's, Carroll, and Garrett counties. (See Table 90.)

TABLE 90.

RETURN TO HOME COUNTY OF 1923 NORMAL SCHOOL GRADUATES.

COUNTY	TOWSON			FROSTBURG		
	No. Coming From Each County	Graduates Returning to Teach in Home County		No. Coming From Each County	Graduates Returning to Teach in Home County	
		No.	Per Cent		No.	Per Cent
Total Counties	232	185	79.8	57	32	56.1
Allegany	1	1	100.0	50	25	50.0
Anne Arundel	†16	16	100.0	------	------	-------
Baltimore	33	30	91.0	------	------	-------
Calvert	4	3	75.0	------	------	-------
Caroline	6	2	33.3	------	------	-------
Carroll	6	5	83.4	------	------	-------
Cecil	9	9	100.0	------	------	-------
Charles	3	1	33.3	------	------	-------
Dorchester	19	13	68.4	------	------	-------
Frederick	13	9	69.2	------	------	-------
Garrett	2	1	50.0	7	7	100.0
Harford	17	16	94.1	------	------	-------
Howard	7	4	57.2	------	------	-------
Kent	5	4	80.0	------	------	-------
Montgomery	*4	4	100.0	------	------	-------
Prince George's	*11	10	90.9	------	------	-------
Queen Anne's	8	8	100.0	------	------	-------
St. Mary's	1	1	100.0	------	------	-------
Somerset	10	6	60.0	------	------	-------
Talbot	8	4	50.0	------	------	-------
Washington	21	15	71.4	------	------	-------
Wicomico	13	9	69.2	------	------	-------
Worcester	15	14	93.4	------	------	-------
Baltimore City	4	2	50.0	------	------	-------
Other States	4	------	--------	1	1	-------

†Scholarships are provided for four students by the county.
*One scholarship is provided by the county.

On the other hand, 33 of the Towson and 22 of the Frostburg, 1923, graduates employed came from counties other than their home counties, and Baltimore City drew away 18 graduates from the counties. Carroll County took 14, 3 from Towson and 11 from Frostburg; Baltimore County took 11, Prince George's 10, Frederick 5, and Montgomery 2. These were the surplus supply from Allegany, Washington, and Talbot counties. (See Table 91.)

TABLE 91.

1923 MARYLAND NORMAL SCHOOL GRADUATES TEACHING IN EACH COUNTY AND PER CENT WHO CAME FROM OTHER COUNTIES.

County	TOWSON			FROSTBURG		
	No. of 1923 Graduates Teaching in County	Obtained from Other Counties		No. of 1923 Graduates Teaching in County	Obtained from Other Counties	
		No.	Per Cent		No.	Per Cent
Total Counties	218	33	14.7	54	22	40.8
Allegany	1	------	--------	25	------	-------
Anne Arundel	18	2	11.1	------	------	-------
Baltimore	41	11	26.8	------	------	-------
Calvert	3	------	--------	------	------	-------
Caroline	2	------	--------	------	------	-------
Carroll	8	3	37.5	11	11	100.0
Cecil	10	1	10.0	------	------	-------
Charles	2	1	50.0	------	------	-------
Dorchester	13	------	--------	------	------	-------
Frederick	12	3	25.0	2	2	100.0
Garrett	1	------	--------	13	6	46.2
Harford	16	------	--------	------	------	-------
Howard	4	------	--------	2	2	100.0
Kent	4	------	--------	------	------	-------
Montgomery	6	2	33.3	------	------	-------
Prince George's	19	9	47.4	1	1	100.0
Queen Anne's	8	------	--------	------	------	-------
St. Mary's	1	------	--------	------	------	-------
Somerset	6	------	--------	------	------	-------
Talbot	4	------	--------	------	------	-------
Washington	15	------	--------	------	------	-------
Wicomico	9	------	--------	------	------	-------
Worcester	15	1	6.6	------	------	-------
Baltimore City	20	18	90.0	------	------	-------

The Enrollment Campaign by Towson Students

The report for the year ending July, 1922, gives a full account of the enrollment campaign of the Towson students during the preceding two years. In 1922-23 the moving picture of the school, "The Call of the Hour," could not be used to any advantage because it was by that time out of date. There is need for an entirely new picture, in order that the present life of the school may be vividly and authentically presented.

During the last school year a new advertising plan was devised. With the consent and co-operation of the principals of the high schools of the State, all the Normal students who had graduated from a specified high school went back to that school at Easter for a half day's visit. The principal co-operated and planned an assembly at which not more than three students spoke, their theme being their life at the Towson Normal School. The students then visited the classrooms until the close of the morning session, and were happy because they had been "back home," and also because they were sharing their newer professional experiences with the younger high school groups. The co-operation on the part of the high school principals was practically 100 per cent; there were only three who did not approve of the plan, and their schools were not visited.

This year's enrollment at Towson of 523 women and 46 men—569 in all—is largely due to the student campaign. Yet another factor must not be forgotten, and that is the continued interest and work of the two State high school supervisors, the State supervisor of music, the county superintendents and supervisors, the high school principals, and the entire State Department of Education, for they have all supported the plan and have kept continually in mind the enrollment campaign for the normal schools of the State. (See Chart H.)

The Normal Schools' Enrollment

The enrollment at the two normal schools since 1920, culminating this year in an enrollment of nearly 700, is given below:

TABLE 92.

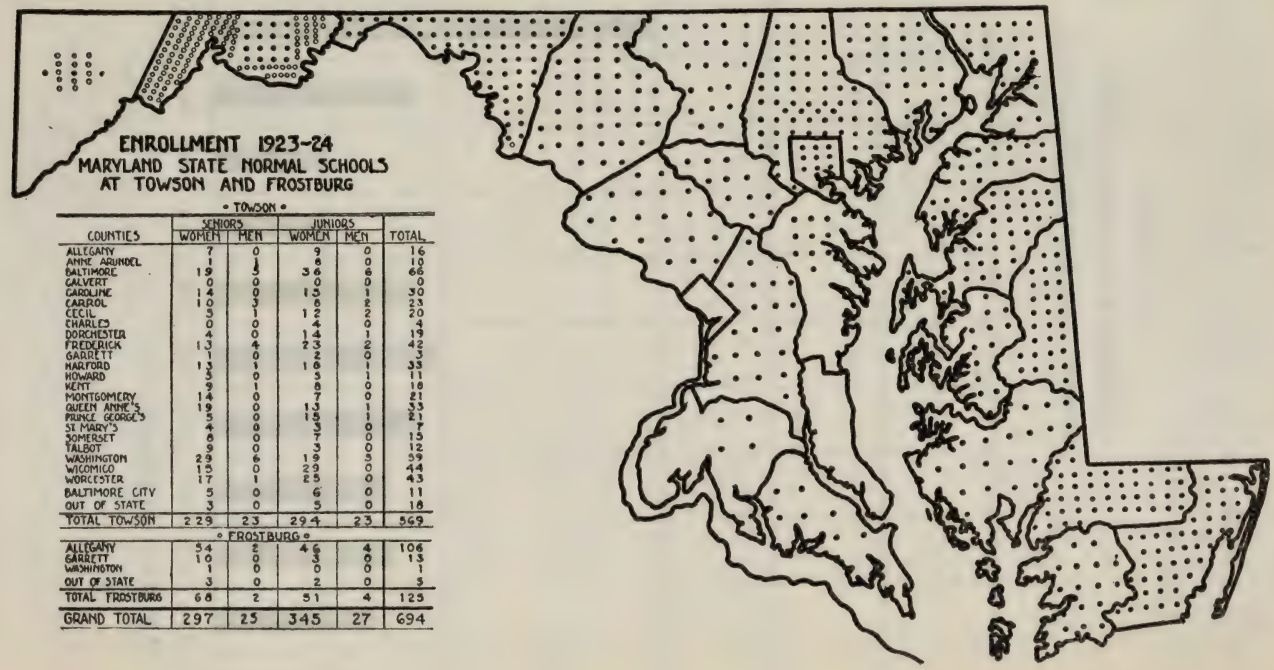
NORMAL SCHOOL ENROLLMENT, 1920-1924.

Year	TOWSON		FROSTBURG		TOTAL	
	Enrollment	Annual Increase	Enrollment	Annual Increase	Enrollment	Annual Increase
1920	105	----	39	----	144	----
1921	234	129	57	18	291	147
1922	397	213	101	44	498	257
1923	509	112	134	33	643	145
Sept., 1923	569	60	125	-9	694	51

CHART H1

MAP SHOWING COUNTIES FROM WHICH STUDENTS ENROLLED AT TOWSON AND FROSTBURG STATE NORMAL SCHOOLS COME

(Each Towson student is represented by a dot and each Frostburg student by a circle)



• TOWSON •

COUNTIES	SENIORS WOMEN	SENIORS MEN	JUNIORS WOMEN	JUNIORS MEN	TOTAL
ALLEGANY	7	0	9	0	16
ANNE ARUNDEL	1	1	8	0	10
BALTIMORE	19	5	36	6	66
CALVERT	0	0	0	0	0
CAROLINE	14	0	15	1	30
CARROL	10	3	8	2	23
CECIL	5	1	12	2	20
CHARLES	0	0	4	0	4
DORCHESTER	4	0	14	1	19
FREDERICK	13	4	23	2	42
GARRETT	1	0	2	0	3
HARFORD	13	1	18	1	33
HOWARD	3	0	5	1	11
KENT	9	1	8	0	18
MONTGOMERY	14	0	7	0	21
QUEEN ANNE'S	19	0	13	1	33
PRINCE GEORGE'S	5	0	15	1	21
ST MARY'S	4	0	3	0	7
SOMERSET	8	0	7	0	15
TALBOT	9	0	3	0	12
WASHINGTON	29	6	19	5	59
WICOMICO	15	0	29	0	44
WORCESTER	17	1	25	0	43
BALTIMORE CITY	5	0	6	0	11
OUT OF STATE	3	0	5	0	18
TOTAL TOWSON	229	23	294	23	569

• FROSTBURG •

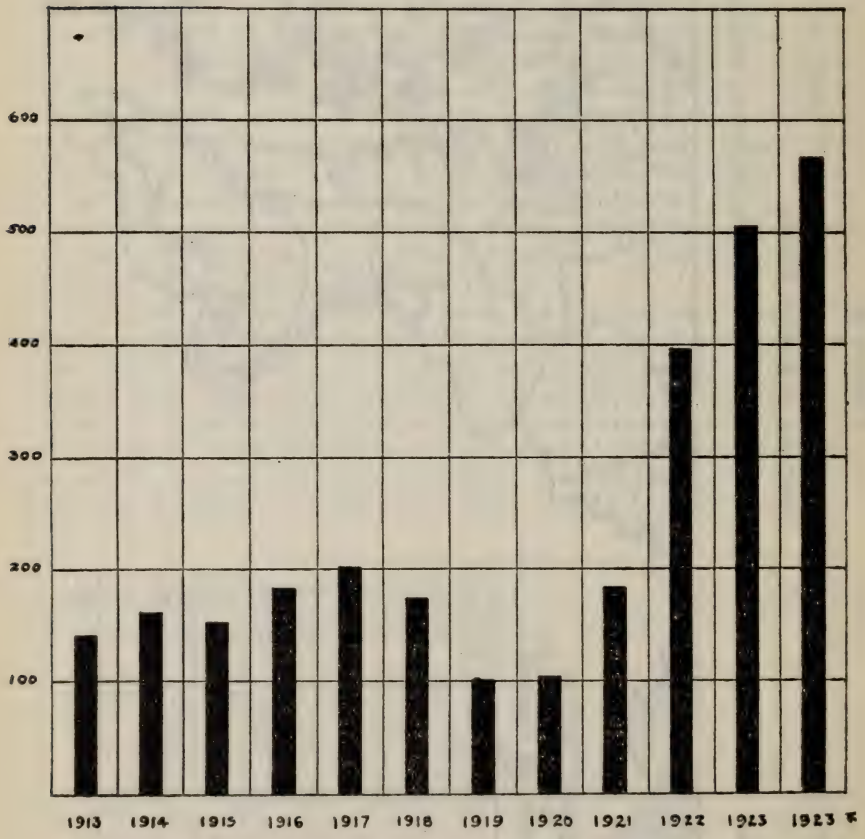
ALLEGANY	54	2	46	4	106
GARRETT	10	0	3	0	13
WASHINGTON	1	0	0	0	1
OUT OF STATE	3	0	2	0	5
TOTAL FROSTBURG	68	2	51	4	125
GRAND TOTAL	297	25	345	27	694

The September, 1923, enrollment by county, class, sex, and school, is shown on Chart H1, which has a dot representing each student enrolled from the various counties. On Chart I1, the recent phenomenal growth in enrollment at Towson, together with enrollment for the past ten years, is evident.

CHART I1

MARYLAND STATE NORMAL SCHOOL AT TOWSON

Enrollment for the school year ending in June



* Enrollment for September, 1923.

Increase In Staff at Towson

To promote higher specialization for those who elect the rural school course and practice in the rural schools, Maryland has taken a step forward and has become one of the ten States in the Union that is employing in its normal schools a specialist in rural education, to guide the rural practice work. Furthermore, a new plan in curriculum-making has been introduced at Towson by making the rural life course a required one for all the seniors, instead of for the rural students alone. This seems a logical thing to do, since nearly all the Maryland schools, whether suburban or rural, are largely, or at least partly, composed of rural-minded children, who are brought in by bus transportation to the larger graded school centers.

Two new elementary school teachers were added to the training staff at Towson in 1922-23, and another in September, 1923, to make the full quota for a seven-room school. Facilities in the campus school are thus adequate to train 126 student-teachers during the year, 42 each term.

One part-time history teacher was added in 1922-23, and in September, 1923, the increased enrollment made two more teachers necessary to take care of the extra periods in mathematics, education, biology, and geography. In 1922-23, through the courtesy of the Boy Scouts' organization, under the direction of Mr. E. Perry Bradley, a course in Scout Leadership for men was introduced in the Normal School without cost to the State.

The instructional staff now numbers 25 in the Normal School Department, 8 in the Elementary School, and 12 training teachers in the affiliated county schools.

County Schools Affiliated With Towson.

Through the co-operation of Mr. C. G. Cooper, superintendent of the Baltimore County schools, three two-room schools were added to the practice centers already being used, and supervision of student teaching is being undertaken in the following communities:

One-Teacher School—Ridge

Two-Teacher Schools

Timonium*	Bare Hills**
Baynesville*	Lutherville**
Putty Hill*	Riderwood**

Graded School**—Fullerton

Efforts are being made to use training centers in as many counties as can be conveniently and inexpensively reached by school-bus or train transportation. This year arrangements are being made with Mr. Wright, superintendent of schools in Harford County, to use the one-room school at Wilna and several grades in the Belair school for student-teaching. Eventually it may be possible to include Howard County and Anne Arundel County schools.

* One room used.
** Two rooms used.

Summer Session

The fifth summer session at Towson, in 1923, had an enrollment of 279, about 80 less than the previous year, and at Frostburg, the sixth session had an enrollment of 201, a decrease of 53. Evidently the effect of the extension courses of the last two years upon attendance at summer schools is still making itself felt.

It may pay the State to carry a small summer school of 279 or 201 students, but the cost of the staffs employed for the summer schools warrants a better attendance. Last year's summer session staff at Towson was not used to the limits of its possibilities, for with the same staff 500 students could have been instructed. The school grounds are very beautiful in the summer time, the locations are healthful, and the classes are not crowded as they are in some of the larger summer schools of the country. The calibre of the staffs is comparable to that of any of the better schools of the country. In spite of the pull and lure of the larger cities where summer schools are held, much can be said in favor of the smaller and less crowded schools in the country environment.

New Dormitories at Towson

In June ground was broken for the new dormitory unit at Towson, which is to be called "The Sarah E. Richmond Hall." As reported in the 1922 Bulletin, the Legislature appropriated $150,000 for the new dormitory. The prospects are that the new building will be completed by June, 1924. The pressing housing needs are an additional dormitory for girls, a dormitory for men, an adequate dining hall for 500 students, a gymnasium, and an infirmary.

Frostburg

The dormitory at Frostburg was filled during the year and a large number of requests for dormitory rooms had to be refused. The new unit provided by the Legislature of 1922 will accommodate about 30 more students, making a total of 70 students in the two buildings.

The school is in need of another dormitory, which will house at least fifty more students. Many are now spending almost three hours daily commuting, besides spending more for carfare than it costs for room and board in the dormitory. In this connection the most significant fact, however, is that the energy and time consumed in travel is largely lost, not only making the day too long for these students, but unfitting them to do their best work.

The school grounds are hemmed in on three sides by alleys, and it is thus almost impossible to keep the grounds private. Also, the present buildings cover so much of the grounds that the school is cramped for play space, except for the simplest games. If the school is to add new buildings, it is imperative that sufficient ground be secured to make it possible to carry out those play activities so urgently needed for healthy development of both students and children.

Cost Per Student at Towson

To finance the normal school for the year ending July 31, 1923, nearly $165,000 was provided by the State and $63,228 was received from students in fees. Of these amounts the State spent approximately $150,263.56 for the 509 normal school students, an expenditure of $295 per student; $7,154 for 175 pupils in the Training School, $40.90 per pupil, which is the amount paid for instruction in Baltimore County; and $7,373.25 for the 270 summer session students for each of whom the cost was $26.43.

Because so many students had to board in the town instead of finding accommodations in the dormitory, the receipts from students' fees were $20,000 less than was estimated when the budget was made.

TABLE 93.

TOTAL AND PER PUPIL COST OF MARYLAND NORMAL SCHOOL, TOWSON, FOR SCHOOL YEAR ENDING AUGUST 31, 1923

Purpose	Normal School	Training School	Summer School
ADMINISTRATION			
Salaries	$ 8,348.98	.....	$ 277.83
Other	6,371.80	.....	.....
INSTRUCTION			
Salaries	53,621.91	$6,650.00	6,533.68
Other	17,443.99	504.00	246.07
HEALTH			
Salaries	1,583.33	.....	166.67
Other	456.68	.....	.....
DORMITORY			
Salaries	3,367.35	.....	673.47
Other	18,736.63	.....	1,278.89
DINING ROOM			
Salaries	14,192.30	.....	2,838.46
Food	41,661.50	.....	6,684.51
Other	4,983.62	.....	798.93
LAUNDRY			
Salaries	5,262.68	.....	1,000.00
Other	2,554.81	.....	.....
OPERATION OF PLANT			
Salaries and wages	6,105.49	.....	1,228.09
Other	3,884.17	.....	400.00
MAINTENANCE	10,162.98	.....	.....
TOTAL	$198,738.22	$7,154.00	$22,126.60
FEES	48,474.66	.....	14,753.35
PAID BY STATE	$150,263.56	$7,154.00	$ 7,373.25
No. of Students	509	175	279
COST PER STUDENT TO STATE	$ 295.00	$ 40.90	$ 26.43

BOWIE NORMAL SCHOOL

The twelfth session of the Bowie State Normal and Industrial School for colored youth closed July 31, 1923. Twenty-one students received diplomas, which entitle them to teach with second grade certificates. Twelve of these students accepted positions in rural county schools of Maryland. The remaining nine students will return to enter the junior year of professional normal school training, which is being inaugurated in September, 1923. Hereafter all Maryland students who desire two years of professional training for rural school teaching may obtain it in their own State Normal School at Bowie. This will entitle the graduates of the course to hold first grade certificates.

Although in a fire on October 20, 1922, this institution lost its main building and the water-power house, including all equipment, a very successful year has obtained. The estimated value of the entire loss is $30,000.

Immediately after the fire a six-room dwelling near the school was leased. The water-plant, including the machinery needed, was replaced at once. The school now has one of the best water systems of its kind in the State.

Four months after the fire a new frame building, with a basement, three class rooms, a kitchen, dining-room, and two lavatories was completed. This building cost $20,000. It is furnished with the very best equipment.

The enrollment would surpass that of last session if dormitory accommodations were available. By classes the enrollment is as follows:

TABLE 94.

	ENROLLMENT 1923
High School Class	
Senior	22
Junior	16
Sophomore	35
Freshman	30
Total	103
Summer School	46
Grand Total	149

The school accepts as students only those who pledge themselves to teach in Maryland for two years.

The increased desire on the part of the negroes of the counties of Maryland to send their children to this school has already overtaxed the dormitory space. The girls' dormitory will accommodate only sixty students. Space for boys, also, is very limited.

An administration building, a larger dormitory for girls, and a principal's home are the outstanding needs of this institution.

Summer Session.

The fourth summer session, in 1923, had an enrollment of 46. This small number was largely the result of the extension classes which were financed and supervised by the State Board of Education. Those who completed successfully the work of the extension courses were, under certain conditions, exempted from summer school attendance. Also, third grade teachers only were permitted to attend the Bowie summer school this year. First and second grade teachers were expected to attend Morgan College or Hampton Institute.

PRINTED BULLETINS ISSUED—1922-1923

Vol.	Bulletin No.	Month	Title	No. of Pages
IV	1	August	Library List for Elementary Schools	48
IV	2	February	Maryland High School Standards	266
IV	3	September	Extension Courses for Teachers	11
IV	4	October	Silent Reading	32
IV	5	October	Arithmetic	32
IV	6	October	Spring Athletics	16
IV	7	October	Spring Athletics (Colored)	14
IV	8	March	Public Education from the Viewpoint of the Citizen of the State	8
IV	9	March	Maryland Elementary Schools in 1922	103
IV	10	March	Maryland High Schools in 1922	95
IV	11	April	Maryland School Progress at a Glance	30
				655

MIMEOGRAPHED BULLETIN

	March	Over-age Conditions in Maryland Counties, November, 1922	28

FINANCIAL STATEMENT

October 1, 1922, to September 30, 1923.

DEPARTMENTAL AND INSTITUTIONAL RECEIPTS, DISBURSEMENTS, AND BALANCES.

Account	Receipts	Disbursements	Balance	Deficit
State Department of Education	$67,470.22	$67,525.29	.....	$55.07
Maryland State Normal School, Towson	236,960.27	238,282.42	.....	1,322.15
Frostburg Normal School	39,060.00	38,035.00	$1,025.00	.....
Salisbury Normal School	.....	252.95	.....	252.95
Maryland Normal and Industrial School, Bowie	63,209.05	63,209.05	.....	.....
Bureau of Educational Measurements	14,200.97	14,233.31	.....	32.34
Vocational Education	20,716.97	20,716.97	.....	.....
Physical and Health Education	12,500.00	12,500.00	.....	.....
Consultant Architect	1,500.00	1,500.00	.....	.....
Supervision of Colored Schools	6,722.00	7,028.74	.....	306.74
Extension Teaching	12,000.00	12,000.00	.....	.....
Examination and Certification of Teachers	2,500.00	2,500.00	.....	.....
State Board of Education	1,000.00	1,000.00	.....	.....
Publications and Printing	8,000.00	7,500.00	500.00	.....
Pensions for Retired Teachers	84,235.13	79,128.26	5,106.87	.....
Julius Rosenwald Fund	15,300.00	9,900.00	5,400.00	.....
	$585,374.61	$575,311.99	$12,031.87	$1,969.25
Less Sundry Deficits			1,969.25	
Balance, September 30, 1923			$10,062.62	

BANK BALANCES

Second National Bank of Towson, Maryland	$1,271.64
Denton National Bank of Denton, Maryland	21.91
Citizens National Bank of Frostburg, Maryland	2,540.92
Farmers National Bank of Annapolis, Maryland	5,106.87
Baltimore County Bank of Towson, Maryland	106.91
Maryland State Normal School, Towson—Petty Cash	1,000.00
State Department of Education—Petty Cash	14.37
Cash Balance in Banks, September 30, 1923	$10,062.62

STATE DEPARTMENT OF EDUCATION

Receipts from all sources		$67,470.22
DISBURSEMENTS:		
Salaries	$36,882.27	
Rent of Offices	4,899.96	
Postage	913.94	
Office Supplies and Stationery	1,289.71	
Office Expenses	731.12	
Telephone and Telegraph	490.24	
Books and Periodicals	206.58	

*This statement, and the supporting schedules, are taken from the audit for the Fiscal Year ending September 30, 1923, made by Haskins & Sells, Certified Public Accountants, and submitted to the State Board of Education under date of November 14, 1923.

Traveling and Automobile Expenses	9,008.62	
Association and Convention Dues	165.00	
Freight and Expressage	16.22	
Printing	69.53	
Audit of Accounts	1,074.73	
Miscellaneous	26.52	
Total Disbursements	$55,774.44	
Transferred to Towson Normal School	8,588.03	
Deficit, October 1, 1922	3,055.82	
Adjustment applicable to previous year	7.00	
		67,525.29
Deficit, September 30, 1923		$55.07

MARYLAND STATE NORMAL SCHOOL, TOWSON

Receipts from all sources		$236,960.27
DISBURSEMENTS:		
Regular Session Salaries	$105,205.59	
Summer School Salaries	5,705.00	
General Repairs	6,770.28	
Postage	379.60	
Office Supplies and Stationery	1,111.79	
Printing	1,282.23	
Janitors' Supplies	406.59	
Telephone and Telegraph	791.75	
Advertising and Administration Expense	1,125.68	
Engineers' Supplies and Expenses	1,036.62	
Bonds and Insurance	382.65	
Dormitory Refurnishings	722.27	
School Supplies	1,001.10	
Music Supplies and Expenses	929.52	
Health and Sanitation	524.75	
Refund of Board and Tuition	541.76	
Traveling Expense	19.31	
Books and Periodicals	1,466.91	
Automobile and Expenses	3,716.95	
Freight and Express	122.44	
Fuel	13,706.24	
Light, Power, and Water	5,185.54	
Food	45,468.75	
Provender and Fodder	26.82	
Commencement Expenses	208.78	
Medical and Surgical Supplies	456.68	
Laboratory Supplies	1,541.11	
Household Supplies	6,176.09	
Agricultural Implements and Supplies	771.81	
Livestock	83.10	
Laundry Supplies	1,752.43	
Roads, Sewers and Grounds	3,392.70	
Petty Cash	1,000.00	
Note and Discount	25,269.58	
		238,282.42
Deficit, September 30, 1923		$1,322.15

FROSTBURG NORMAL SCHOOL.

Receipts from all sources		$39,060.00
DISBURSEMENTS:		
Salaries	$16,054.18	
Postage	40.55	
Office Supplies and Stationery	63.51	
Printing	36.50	
Repairs	986.93	
Telephone and Telegraph	129.49	
Rent	431.50	
Travel	334.03	
Commencement Expenses	77.40	
Books and Periodicals	1,258.11	
Summer School	4,085.00	
Freight and Express	77.66	
Fuel	1,194.84	
Light and Water	720.35	
Student Sustenance Fund	4,000.00	
Desks, Tables, Chairs, etc.	946.15	
Miscellaneous	17.50	
Classroom Supplies	29.19	
Laboratory Supplies	107.19	
Household Supplies	644.98	
Total Disbursements	$31,235.06	
Deficit, October 1, 1922	5,015.29	
Transferred to Towson Normal School	1,784.65	
		38,035.00
Balance, September 30, 1923		$1,025.00

SALISBURY NORMAL SCHOOL.

Disbursements for sundry purposes	$252.95
Deficit, September 30, 1923	252.95

MARYLAND NORMAL AND INDUSTRIAL SCHOOL, BOWIE.

Receipts from all sources		$63,209.05
DISBURSEMENTS:		
Salaries	$7,971.25	
Postage	32.53	
Office Supplies and Stationery	19.51	
Printing	167.69	
Janitor and Engineer Supplies	725.56	
Telephone and Telegraph	.70	
Feed and Fodder	194.87	
Light	375.08	
Rent	420.00	
Rebuilding	23,521.85	
Miscellaneous Supplies	156.71	
Commencement Expenses	12.60	
School Supplies	20.06	
Furniture and Fixtures	2,382.27	
Books and Periodicals	611.18	
Traveling Expenses	82.56	

Freight and Express	48.19	
Fuel	2,541.66	
Well and Water Supply	1,203.99	
Student Sustenance Fund	2,674.00	
Repairs	2,458.37	
New Heating Plant	834.88	
Medical and Surgical Supplies	6.76	
Laboratory Supplies	90.37	
Household Supplies	929.31	
Agricultural Supplies	1,445.05	
Livestock	271.09	
Social Hygiene	2,610.50	
Total Disbursements	$51,808.59	
Deficit, October 1, 1922	7,080.00	
Transferred to Towson Normal School	4,320.46	
		63,209.05

BUREAU OF EDUCATIONAL MEASUREMENTS.

Receipts from all sources		$14,200.97
DISBURSEMENTS:		
Salaries	$6,162.48	
Traveling Expenses	1,483.46	
Clerical Assistants	1,172.89	
Supplies and Tests	1,750.04	
Postage	120.00	
Tabulating age-grade study	352.35	
Printing	191.00	
Filing Boxes and Cards	1,923.58	
Furniture and Fixtures	60.00	
Freight and Express	3.73	
Total Disbursements	$13,219.53	
Deficit, October 1, 1922	1,013.78	
		14,233.31
Deficit, September 30, 1923		$32.34

VOCATIONAL EDUCATION.

Receipts from all sources		$20,716.97
DISBURSEMENTS:		
Salary of Director	$4,999.92	
Clerical Assistance	500.00	
Traveling Expenses	1,494.16	
Supplies	50.60	
Postage	70.00	
Automobile	1,178.35	
Aid to Sundry Counties	11,970.61	
Federal Reimbursement	453.33	
		20,716.97

PHYSICAL AND HEALTH EDUCATION.

Receipts from State appropriation	$12,500.00
Disbursements: Playground Athletic League, Inc.	12,500.00

CONSULTANT ARCHITECT.

Receipts from State appropriation	$1,500.00
Disbursements	1,500.00

SUPERVISION OF COLORED SCHOOLS.

Receipts from General Education Board		$6,722.00
DISBURSEMENTS:		
Salaries	$3,520.76	
Traveling Expenses	1,219.97	
Teacher Training Centers	1,722.00	
Refund to General Education Board	545.66	
	$7,008.39	
Deficit, October 1, 1922	20.35	
		7,028.74
Deficit, September 30, 1923		$306.74

EXTENSION TEACHING.

Receipts from State appropriation		$12,000.00
DISBURSEMENTS:		
Salaries	$687.50	
Postage	145.00	
Traveling Expenses	297.56	
Supplies	89.32	
Extension Teaching Centers	6,575.09	
Total Disbursements	$7,794.47	
Transferred to Towson Normal School	4,205.53	
		$12,000.00

EXAMINATION AND CERTIFICATION OF TEACHERS.

Receipts from State appropriation		$2,500.00
DISBURSEMENTS:		
Supplies	$803.30	
Postage	235.00	
Marking Examination Papers	1,007.00	
Rent	25.00	
Clerical Assistants	119.00	
Total Disbursements	$2,189.30	
Transferred to Towson Normal School	310.70	
		2,500.00

STATE BOARD OF EDUCATION.

Receipts from State appropriation		$1,000.00
DISBURSEMENTS:		
Expenses of State Board members	$961.94	
Transferred to Towson Normal School	38.06	
		1,000.00

BUREAU OF PUBLICATIONS AND PRINTING.

Receipts from State appropriation		$8,000.00
DISBURSEMENTS:		
Sundry Printing: Annual Report, Bulletins, etc	$7,114.00	
Transferred to Towson Normal School	386.00	
		7,500.00
Balance, September 30, 1923		$500.00

PENSIONS FOR RETIRED TEACHERS.

Receipts from all sources	$84,235.13
Pensions paid during fiscal year	79,128.26
Balance, September 30, 1923	$5,106.87

JULIUS ROSENWALD FUND.

Receipts from Rosenwald Fund	$15,300.00
Disbursements to Sundry Counties	9,900.00
Balance, September 30, 1923	$5,400.00

TABLE I.

1923 INDEX NUMBERS FOR ALL SCHOOLS

Standing of Each County and Baltimore City in Each Component of the Index Number for 1923

COUNTY	STANDING IN COMPONENTS OF THE 1923 INDEX NUMBER—ALL SCHOOLS										1923 Index Number
	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	
Allegany	54.8	51.6	94.1	42.3	60.4	97.6	53.5	115.4	102.7	109.3	78.2
Anne Arundel	56.2	49.7	88.5	22.1	64.2	51.7	43.9	86.8	87.4	76.4	62.7
Baltimore	58.0	55.5	95.6	27.2	87.8	84.7	49.2	109.0	70.4	127.5	76.5
Calvert	48.7	42.2	86.7	21.5	74.4	41.6	20.3	41.6	21.1	62.1	46.0
Caroline	66.3	59.6	89.8	40.5	64.5	48.6	32.2	52.3	30.1	72.2	55.6
Carroll	61.1	55.9	91.6	34.0	74.4	62.0	37.9	55.1	39.4	75.2	58.7
Cecil	57.0	54.6	95.9	34.5	80.6	61.9	35.3	57.3	28.7	88.2	59.4
Charles	40.6	34.3	84.4	10.4	78.8	44.0	17.9	40.7	23.8	59.3	43.4
Dorchester	54.9	48.3	87.8	34.65	69.4	47.65	26.2	44.8	25.6	65.6	50.5
Frederick	61.0	56.2	92.1	39.45	91.8	71.0	43.4	73.9	63.8	81.4	67.4
Garrett	62.0	55.1	88.8	23.8	84.8	57.6	35.7	45.7	39.2	60.4	55.3
Harford	61.2	58.5	95.5	34.1	69.3	51.9	31.7	53.1	25.4	80.3	56.1
Howard	51.4	46.5	90.6	26.3	62.4	51.3	26.3	52.0	31.2	72.3	51.0
Kent	59.5	52.8	88.8	30.3	66.0	60.6	36.1	50.2	33.7	72.5	55.1
Montgomery	51.2	45.7	89.3	27.2	68.5	71.1	36.4	79.5	62.6	89.0	62.1
Prince George's	53.9	49.7	92.1	25.2	74.4	69.8	37.6	78.6	72.0	75.9	62.9
Queen Anne's	57.7	53.3	92.3	36.7	64.7	57.5	33.2	54.2	29.8	80.2	56.0
St. Mary's	37.4	32.0	85.6	2.1	50.0	39.5	14.8	34.7	22.5	49.6	36.8
Somerset	61.6	52.9	85.9	24.5	88.1	35.7	22.0	43.0	17.5	64.8	49.6
Talbot	64.5	57.2	88.7	36.4	79.2	65.0	41.9	69.3	57.2	77.6	63.7
Washington	59.9	54.7	91.3	33.9	94.4	47.4	28.4	57.3	23.7	85.9	57.7
Wicomico	66.4	59.9	90.1	45.4	69.5	49.1	32.6	54.4	30.3	75.2	57.3
Worcester	62.0	53.9	86.9	36.1	61.0	47.9	29.7	46.8	26.0	68.2	51.9
County Average	57.2	52.1	91.0	31.7	74.7	62.8	36.7	68.1	50.6	82.6	60.7
Baltimore City	51.7	48.6	94.0	34.6	90.6	117.4	60.6	140.8	122.4	134.8	89.6
State Average	54.7	50.5	92.4	33.0	81.4	86.8	47.5	96.9	81.3	103.3	72.8

Column

1. Children 5 and under 18 years in average attendance.
2. Average days attended by each child 5 and under 18 years divided by 2.
3. Average days schools were open divided by 2.
4. Per cent of attendance in high school, multiplied by three in the case of systems having an eight-grade elementary school course, and by 2.75 in the case of those having a seven-grade elementary school course.
5. Ratio of boys to girls in high school.
6. Total expenditure per child in average attendance.
7. Total expenditure per child 5 and under 18 years.
8. Total expenditure per teacher, principal, and supervisor, divided by 24.
9. Expenditure other than salaries per child in attendance, multiplied by 2.
10. Average monthly

TABLE II

TABLE II

RANK IN 1923 INDEX NUMBER FOR ALL SCHOOLS

Rank of Each County and Baltimore City in Each Component of the Index Number for 1923

COUNTY	RANK IN COMPONENTS OF THE 1923 INDEX NUMBER—ALL SCHOOLS										Rank in 1923 Index Number
	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	
Allegany	17	15	4	2	22	1	1	1	1	2	1
Anne Arundel	15	16	7	20	19	14	3	3	2	10	6
Baltimore	12	7	2	14	4	2	2	2	4	1	2
Calvert	21	21	20	21	9	19	20	22	22	21	21
Caroline	2	2	12	3	18	16	14	14	13	16	14
Carroll	8	6	8	10	9	7	6	10	8	12	9
Cecil	14	10	1	9	7	8	11	8	15	4	8
Charles	22	22	23	22	8	21	22	23	19	22	22
Dorchester	16	18	18	8	13	19	19	19	17	18	19
Frederick	9	5	6	4	2	4	4	6	5	6	3
Garrett	4	8	14	19	5	10	10	18	9	21	15
Harford	7	3	3	11	14	12	15	13	18	7	12
Howard	19	19	10	16	20	13	18	15	12	15	18
Kent	11	14	15	13	16	9	9	16	10	14	16
Montgomery	20	20	13	14	15	3	8	4	6	3	7
Prince George's	18	17	7	17	9	5	7	5	3	11	5
Queen Anne's	13	12	5	5	17	11	12	12	14	8	13
St. Mary's	23	23	22	23	23	22	23	20	21	23	23
Somerset	6	13	21	18	3	23	21	21	23	19	20
Talbot	3	4	16	6	6	6	5	7	7	9	4
Washington	10	9	9	12	1	18	17	8	20	5	10
Wicomico	1	1	11	1	12	15	13	11	11	12	11
Worcester	5	11	19	7	21	17	16	17	16	16	17

Column
1. Children 5 and under 18 years in average attendance.
2. Average days attended by each child 5 and under 18 years.
3. Average days schools were open.
4. Per cent of attendance in high school.
5. Ratio of boys to girls in high school.
6. Total expenditure per child in average attendance.
7. Total expenditure per child 5 and under 18 years.
8. Total expenditure per teacher, principal, and supervisor.
9. Expenditure other than salaries per child in attendance.
10. Average monthly salary per teacher, principal, and supervisor.

TABLE III

1923 INDEX NUMBER FOR WHITE SCHOOLS

Standing of Each County and Baltimore City in Each Component of the Index Number for 1923

COUNTY	STANDING IN COMPONENTS OF THE 1923 INDEX NUMBER—WHITE SCHOOLS										1923 Index Number
	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	
Allegany	55.0	51.7	94.0	42.4	61.6	98.2	54.0	116.4	104.4	109.3	78.7
Anne Arundel	56.4	52.6	93.2	28.4	68.2	97.2	54.9	106.1	112.4	89.4	75.9
Baltimore	59.4	56.9	95.8	30.3	87.8	85.6	50.8	111.1	69.8	131.6	77.9
Calvert	52.3	48.4	92.5	37.9	74.4	62.4	32.7	54.4	33.0	79.8	56.8
Caroline	68.2	63.0	92.3	50.2	64.3	55.5	37.9	59.2	34.6	81.4	60.5
Carroll	61.0	56.0	91.8	35.6	74.4	63.5	38.8	56.4	40.4	77.0	59.5
Cecil	57.8	55.6	96.1	38.7	80.6	64.2	37.2	60.4	29.2	93.3	61.3
Charles	42.5	38.2	89.8	16.7	81.8	59.1	25.2	47.0	27.4	72.3	50.0
Dorchester	56.3	51.5	91.5	43.4	70.8	57.4	32.3	53.4	30.64	78.2	56.5
Frederick	59.9	56.0	93.5	42.6	93.3	74.4	44.6	77.6	66.2	86.1	69.4
Garrett	62.2	55.3	88.8	23.6	84.8	57.6	35.8	45.7	39.16	60.4	55.3
Harford	61.7	56.0	97.3	40.1	69.3	54.4	33.6	55.7	24.52	86.2	57.9
Howard	51.5	48.5	94.0	33.7	62.4	58.7	30.3	56.8	34.94	79.8	55.1
Kent	62.9	54.8	93.4	41.1	71.8	75.9	47.8	60.1	42.8	86.2	63.7
Montgomery	49.6	46.7	94.2	36.7	68.5	89.3	44.3	92.2	81.6	100.2	70.3
Prince George's	55.6	52.4	94.2	33.8	74.4	81.0	45.0	87.2	83.2	84.5	69.1
Queen Anne's	63.4	61.1	96.3	49.2	64.6	70.1	44.5	61.2	37.04	89.8	63.7
St. Mary's	40.4	37.2	92.1	3.3	50.0	48.0	19.4	42.5	27.8	60.4	42.1
Somerset	59.4	53.0	89.3	39.6	88.0	48.0	28.5	60.0	23.68	76.7	56.6
Talbot	63.3	58.8	92.9	51.8	81.9	87.2	55.2	86.1	80.5	92.8	75.0
Washington	60.6	55.3	91.3	34.8	94.4	47.8	28.9	58.2	24.1	87.2	58.3
Wicomico	63.9	60.0	93.8	54.4	70.0	57.8	37.0	60.5	35.6	83.7	61.7
Worcester	60.7	55.0	90.5	54.4	61.0	61.5	37.4	53.0	30.9	79.6	58.4
County Average	58.0	54.2	93.3	37.8	75.5	71.5	41.5	74.5	56.7	90.1	65.3
Baltimore City	51.2	48.2	94.0	36.2	98.6	122.3	62.7	144.5	131.3	133.8	92.3
State Average	54.8	51.3	93.7	37.1	84.5	93.6	51.3	102.7	89.1	107.8	76.6

Column

1. Children 5 and under 18 years in average attendance.
2. Average days attended by each child 5 and under 18 years divided by 2.
3. Average days schools were open divided by 2.
4. Per cent of attendance in high school, multiplied by 3 in the case of systems having an eight-grade elementary school course, and by 2.75 in the case of those having a seven-grade elementary school course.
5. Ratio of boys to girls in high school.
6. Total expenditure per child in average attendance.
7. Total expenditure per child 5 and under 18 years.
8. Total expenditure [illegible]

TABLE IV

RANK IN 1923 INDEX NUMBER FOR WHITE SCHOOLS

Rank of Each County and Baltimore City in Each Component of the 1923 Index Number

COUNTY	RANK IN COMPONENTS OF THE 1923 INDEX NUMBER—WHITE SCHOOLS										Rank in 1923 Index Number
	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	
Allegany	18	17	7	8	21	1	3	1	2	2	1
Anne Arundel	15	15	12	20	17	2	2	3	1	7	3
Baltimore	12	5	4	19	4	5	4	2	6	1	2
Calvert	19	20	14	13	9	12	16	16	15	15	17
Caroline	1	1	15	4	19	19	11	13	14	14	12
Carroll	8	6	17	15	9	11	10	15	9	19	13
Cecil	14	9	3	11	8	10	13	10	18	4	11
Charles	22	22	21	22	6	14	20	21	20	21	22
Dorchester	16	18	18	6	13	18	17	19	17	18	19
Frederick	11	6	10	7	2	8	7	7	7	11	6
Garrett	6	10	23	21	5	17	3	22	10	22	20
Harford	7	6	1	10	15	20	15	18	21	9	16
Howard	20	19	7	18	20	15	19	17	13	15	21
Kent	5	13	11	9	12	7	5	11	8	9	9
Montgomery	21	21	5	14	16	3	9	4	4	3	5
Prince George's	17	16	5	16	9	6	6	5	3	12	7
Queen Anne's	3	2	2	5	18	9	8	8	11	6	8
St. Mary's	23	23	16	23	23	21	23	23	19	22	23
Somerset	12	14	22	11	3	21	22	12	23	20	18
Talbot	4	4	13	3	6	4	1	6	5	5	4
Washington	10	10	19	16	1	23	21	14	22	8	15
Wicomico	2	3	9	1	14	16	14	9	12	13	10
Worcester	9	12	20	1	22	13	12	20	16	17	14

Column
1. Children 5 and under 18 years in average attendance.
2. Average days attended by each child 5 and under 18 years.
3. Average days schools were open.
4. Per cent of attendance in high school.
5. Ratio of boys to girls in high school.
6. Total expenditure per child in average attendance.
7. Total expenditure per child 5 and under 18 years.
8. Total expenditure per teacher, principal, and supervisor.
9. Expenditure other than salaries per child in attendance.
10. Average monthly salary per teacher, principal, and supervisor.

TABLE V

1923 INDEX NUMBER FOR COLORED SCHOOLS

Standing of Each County and Baltimore City in Each Component of the Index Number for 1923

COUNTY	STANDING IN COMPONENTS OF THE 1923 INDEX NUMBER—COLORED SCHOOLS										1923 Index Number
	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	
Allegany	46.6	44.2	94.7	40.6	20.0	70.8	33.0	71.3	32.4	110.1	56.4
Anne Arundel	55.7	43.5	78.1	7.2	38.1	34.7	19.4	40.4	30.6	45.2	39.3
Baltimore	48.1	45.2	93.9	----	----	77.6	37.3	91.9	75.2	94.7	56.4
Calvert	45.1	35.8	79.6	----	----	16.55	7.5	20.2	6.7	32.2	24.4
Caroline	60.2	48.3	80.2	5.0	72.7	23.2	14.0	26.0	13.7	36.7	38.0
Carroll	62.5	55.0	87.9	----	----	34.8	21.8	30.8	20.1	43.8	35.7
Cecil	50.4	47.8	94.8	----	----	43.7	22.0	35.7	24.4	51.4	37.0
Charles	38.3	29.7	77.6	3.2	63.6	24.7	9.5	29.4	19.1	36.1	33.1
Dorchester	52.0	41.2	79.2	13.7	59.2	24.7	12.8	23.9	13.7	34.5	35.5
Frederick	71.9	58.8	81.7	12.9	58.8	43.0	30.9	43.7	43.4	43.3	48.8
Garrett	----	----	----	----	----	----	----	----	----	----	----
Harford	58.6	50.0	85.3	----	----	38.0	22.2	39.0	30.6	46.5	37.0
Howard	50.6	39.6	78.4	----	----	25.4	12.8	30.8	18.1	39.5	29.5
Kent	53.3	41.7	78.3	6.6	25.0	26.8	14.3	24.8	13.5	37.1	32.1
Montgomery	56.4	42.5	75.3	----	----	19.3	10.9	28.2	8.6	43.9	28.5
Prince George's	49.8	42.6	85.6	----	----	37.0	18.4	48.3	39.2	45.6	36.7
Queen Anne's	45.8	37.0	80.8	----	----	20.9	9.6	25.7	8.7	40.7	26.9
St. Mary's	32.8	24.1	73.5	----	----	23.8	7.8	20.6	12.7	30.2	22.6
Somerset	65.5	52.7	80.4	----	----	15.9	10.4	24.5	7.6	37.3	29.4
Talbot	66.6	53.8	80.8	7.6	53.8	23.4	15.6	29.2	13.4	41.8	38.6
Washington	45.0	40.6	90.1	----	----	32.7	14.7	31.4	8.6	54.5	31.8
Wicomico	75.1	59.7	79.4	19.3	64.8	23.8	17.85	31.9	15.0	43.6	43.1
Worcester	64.7	51.5	79.5	----	----	21.2	13.75	28.1	16.4	34.4	31.0
County Average	53.8	43.7	81.3	4.7	51.0	30.4	16.4	35.6	22.9	44.5	38.4
Baltimore City	54.6	51.5	94.2	26.4	49.4	90.2	49.3	118.8	73.6	140.8	74.9
State Average	54.1	46.7	86.4	13.2	49.8	53.7	29.1	65.7	42.6	79.3	52.1

Column
1. Children 5 and under 18 years in average attendance.
2. Average days attended by each child 5 and under 18 years divided by 2.
3. Average days schools were open divided by 2.
4. Per cent of attendance in high school, multiplied by 3 in the case of systems having an eight-grade elementary school course, and by 2.75 in the case of those having a seven-grade elementary school course.
5. Ratio of boys to girls in high school.
6. Total expenditure per child in average attendance.
7. Total expenditure per child 5 and under 18 years.

TABLE VI

RANK IN 1923 INDEX NUMBER FOR COLORED SCHOOLS

Rank of Each County and Baltimore City in Each Component of the 1923 Index Number

COUNTY	RANK IN COMPONENTS OF THE 1923 INDEX NUMBER—COLORED SCHOOLS										Rank in 1923 Index Number
	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	
Allegany	17	11	2	1	9	2	3	2	4	1	2
Anne Arundel	10	12	19	6	7	8	7	5	5	7	5
Baltimore	16	10	3	----	----	1	1	1	1	2	1
Calvert	19	20	13	----	----	21	22	21	22	21	21
Caroline	7	8	11	8	1	17	13	15	13	17	7
Carroll	6	3	5	----	----	7	6	9	8	8	11
Cecil	14	9	1	----	----	3	5	7	7	4	9
Charles	21	21	20	10	3	12	20	11	9	18	13
Dorchester	12	15	16	3	4	12	15	19	13	19	12
Frederick	2	2	8	4	5	4	2	4	2	11	3
Garrett	----	----	----	----	----	----	----	----	----	----	----
Harford	8	7	7	----	----	5	4	6	5	5	8
Howard	13	18	17	----	----	11	15	10	10	14	17
Kent	11	16	18	7	8	10	11	17	15	16	14
Montgomery	9	14	21	----	----	20	17	13	19	10	19
Prince George's	15	13	6	----	----	6	8	3	3	6	10
Queen Anne's	18	19	9	----	----	19	19	16	18	13	20
St. Mary's	22	22	22	----	----	14	21	20	17	22	22
Somerset	4	5	12	----	----	22	18	18	21	15	18
Talbot	3	4	9	5	6	16	10	12	16	12	6
Washington	20	17	4	----	----	9	12	9	19	3	15
Wicomico	1	1	15	2	2	14	9	8	12	9	4
Worcester	5	6	14	----	----	18	14	14	11	20	16

Column
1. Children 5 and under 18 years in average attendance.
2. Average days attended by each child 5 and under 18 years.
3. Average days schools were open.
4. Per cent of attendance in high school.
5. Ratio of boys to girls in high school.
6. Total expenditure per child in average attendance.
7. Total expenditiure per child 5 and under 18 years.
8. Total expenditure per teacher, principal and supervisor.
9. Expenditure other than salaries per child in attendance.
10. Average monthly salary per teacher, principal and supervisor.

TABLE VII

NUMBER OF SCHOOL BUILDINGS, CLASSROOMS AND SEATS FOR THE YEAR ENDING JULY 31, 1922

COUNTIES	NUMBER OF SCHOOL BUILDINGS							CLASSROOMS OCCUPIED			NUMBER OF SEATS OR SITTINGS				
	White			Colored			Grand Total				White			Colored	Grand Total
	Owned	Rented	Total	Owned	Rented	Total		White	Colored	Total	Elementary	High	Total		
Allegany	102	2	104	4	---	4	108	373	10	383	11,745	1,739	13,484	333	13,817
Anne Arundel	58	1	59	29	13	42	101	---	---	---	---	---	---	---	---
Baltimore	154	4	158	15	15	30	188	363	43	406	13,892	1,514	15,406	1,970	17,376
Calvert	33	2	35	20	1	21	56	41	23	64	1,105	140	1,245	1,009	2,254
Caroline	52	--	52	20	--	20	72	111	28	139	3,600	650	4,250	1,375	5,625
Carroll	124	5	129	7	4	11	140	230	11	241	7,000	650	7,650	550	8,200
Cecil	71	1	72	13	1	14	86	134	19	153	4,053	615	4,668	729	5,397
Charles	49	3	52	28	4	32	84	70	37	107	2,800	120	2,920	1,640	4,560
Dorchester	78	--	78	36	5	41	119	134	54	188	4,200	375	4,575	2,200	6,775
Frederick	140	3	143	24	3	27	170	314	36	350	10,374	1,203	11,577	1,177	12,754
Garrett	142	8	150	--	--	--	150	205	---	205	5,602	451	6,053	---	6,053
Harford	72	1	73	14	5	19	92	153	27	180	4,720	940	5,660	870	6,530
Howard	47	--	47	7	7	14	61	74	18	92	1,940	253	2,193	737	2,930
Kent	38	--	38	21	5	26	64	87	31	118	1,850	300	2,150	1,380	3,530
Montgomery	64	1	65	26	7	33	98	148	37	185	4,980	750	5,730	2,200	7,930
Prince George's	73	1	74	42	--	42	116	206	60	266	7,500	800	8,300	3,000	11,300
Queen Anne's	53	3	56	18	3	21	77	97	23	120	3,010	526	3,536	1,090	4,626
St. Mary's	50	3	53	22	10	32	85	64	35	99	2,220	24	2,244	1,280	3,524
Somerset	47	4	51	26	3	29	80	106	45	151	3,182	474	3,656	2,378	6,034
Talbot	35	--	35	20	2	22	57	85	35	120	3,850	500	4,350	1,800	6,150
Washington	124	2	126	7	2	9	135	314	12	326	10,920	1,400	12,320	460	12,780
Wicomico	69	4	73	20	4	24	97	157	41	198	4,395	920	5,315	1,807	7,122
Worcester	60	--	60	20	7	27	87	129	43	172	3,166	659	3,825	2,142	5,967
Total Counties	1,735	48	1,783	439	101	540	2,323	3,595	668	4,263	116,104	15,003	131,107	30,127	161,234
Baltimore City	141	8	†149	26	11	37	†186	*2,086	*321	*2,407	79,702	8,386	‡88,088	‡13,667	‡101,755
Total State	1,876	56	†1,932	465	112	577	†2,509	*5,681	*989	*6,670	195,806	23,389	‡219,195	‡43,794	‡262,989

* Excludes 11 rooms in white and 7 in colored teachers' training schools.
† The building used for the white teachers' training school in Baltimore City is excluded above.
‡ Excludes 402 seats in white and 226 seats in colored teachers' training schools.

TABLE VIII

NUMBER OF SCHOOLS FOR THE YEAR ENDING JULY 31, 1923

COUNTIES	WHITE						COLORED						Grand Total	Schools Closed by Consolidation or by Low Attendance			Schools Newly Organized or Reopened		
	Elementary				High Schools	Total	Elementary				High Schools	Total							
	One Teacher	Two Teachers	Three or More Teachers	Total			One Teacher	Two Teachers	Three or More Teachers	Total				White	Colored	Total	White	Colored	Total
Allegany	50	15	33	98	9	107	---	1	1	2	1	3	110	*1	---	1	4	---	4
Anne Arundel	31	12	15	57	2	59	29	11	1	41	1	42	101	*5	*1	6	1	2	3
Baltimore	38	37	34	109	7	116	22	4	3	29	---	29	145	*3	*1	4	1	---	1
Calvert	30	3	---	33	3	36	18	3	---	21	---	21	57	---	---	---	---	---	---
Caroline	29	8	9	46	6	52	15	3	2	20	1	21	73	4	---	4	1	---	1
Carroll	95	12	14	121	10	131	8	2	---	10	---	10	141	*1	*1	2	4	---	4
Cecil	49	8	7	64	8	72	11	2	1	14	---	14	86	*3	---	3	---	---	---
Charles	41	9	1	51	2	53	29	2	1	32	1	33	86	1	---	1	---	---	---
Dorchester	48	11	8	67	6	73	32	8	1	41	1	42	115	*11	**2	13	---	---	---
Frederick	96	23	17	136	11	147	20	4	2	26	1	27	174	*2	---	2	1	1	2
Garrett	125	15	6	146	5	151	---	---	---	---	---	---	151	---	---	---	1	---	1
Harford	52	13	7	72	7	79	14	4	1	19	---	19	98	1	---	1	---	1	1
Howard	31	6	5	42	5	47	11	2	1	14	---	14	61	*1	1	2	1	---	1
Kent	24	4	7	35	5	40	20	3	1	24	1	25	65	---	---	---	---	---	---
Montgomery	39	13	13	65	8	73	29.2	2	1	32.2	---	32.2	105.2	---	---	---	1	---	1
Prince George's	35	18	18	71	8	79	29	8	4	41	---	41	120	1	---	1	1	---	1
Queen Anne's	36	7	5	48	5	53	20	---	1	21	---	21	74	1	---	1	---	---	---
St. Mary's	44	8	1	53	1	54	24	5	---	29	---	29	83	1	*1	2	3	1	4
Somerset	30	8	9	47	5	52	19	7	3	29	---	29	81	1	---	1	---	---	---
Talbot	15	6	8	29	5	34	16	4	2	22	1	23	57	*4	*1	5	---	---	---
Washington	78	19	22	119	7	126	8	---	1	9	---	9	135	1	---	1	---	---	---
Wicomico	42	8	11	61	8	69	12	5	3	20	1	21	90	1	---	1	---	1	1
Worcester	35	7	7	49	6	55	8	2	---	10	---	10	141	1	*2	3	---	---	---
Total Counties	1,093	270	257	1,619	139	1,758	403.2	84	34	521.2	9	530.2	2,288.2	44	10	54	19	6	25
Baltimore City	----	---	---	119	4	123	--	--	--	26	1	27	150	3	--	3	--	--	--
Total State	1,093	270	257	1,738	143	1,881	403.2	84	34	547.2	10	557.2	2,438.2	47	10	57	19	6	25

*One school closed for low attendance.

TABLE IX

TOTAL ENROLLMENT EXCLUDING DUPLICATES FOR THE SCHOOL YEAR ENDING JULY 31, 1923.

COUNTY	WHITE SCHOOLS							COLORED SCHOOLS							
	Elementary and Junior High			HIGH			Total White	ELEMENTARY			HIGH			Total Colored	Grand Total
	Male	Female	Total	Male	Female	Total		Male	Female	Total	Male	Female	Total		
Allegany	5,629	5,478	11,107	644	1,021	1,665	12,772	130	137	'267	6	30	36	303	13,075
Anne Arundel	2,558	2,389	4,947	187	267	454	5,401	1,443	1,410	2,853	16	42	58	2,911	8,312
Baltimore	6,995	6,338	13,333	708	804	1,512	14,845	952	990	1,942	----	----	----	1,942	16,787
Calvert	538	522	1,060	61	82	143	1,203	706	637	1,343	----	----	----	1,343	2,546
Caroline	1,628	1,397	3,025	237	360	597	3,622	630	558	1,188	8	11	19	1,207	4,829
Carroll	3,103	2,799	5,902	527	448	775	6,677	216	224	440	----	----	----	440	7,117
Cecil	1,764	1,641	3,405	228	286	514	3,919	253	295	548	----	----	----	548	4,467
Charles	951	852	1,803	45	54	99	1,902	876	927	1,803	7	11	18	1,821	3 723
Dorchester	1,735	1,697	3,432	231	327	558	3,990	1,005	942	1,947	29	49	78	2,025	6,015
Frederick	4,368	4,137	8,505	685	736	1,421	9,926	589	561	1,150	20	34	54	1,204	11,130
Garrett	2,744	2,629	5,373	207	242	449	5,822	----	----	----	----	----	----	-----	5,822
Harford	2,275	2,015	4,290	269	382	651	4,941	451	465	916	----	----	----	916	5,857
Howard	1,191	1,050	2,241	105	179	284	2,525	423	425	848	----	----	----	848	3,373
Kent	874	874	1,748	120	162	282	2,030	597	591	1,188	6	24	30	1,218	3,248
Montgomery	2,329	2,195	4,524	247	362	609	5,133	980	918	1,898	----	----	----	1 898	7,031
Prince George's	3,340	3,081	6,421	354	470	824	7,245	1,345	1,436	2,781	----	----	----	2,781	10,026
Queen Anne's	1,099	1,002	2,101	160	243	403	2,504	561	532	1,093	----	----	----	1,093	3,597
St. Mary's	1,126	991	2,117	8	15	23	2,140	702	703	1,405	----	----	----	1,405	3,545
Somerset	1,574	1,485	3,059	214	248	462	3,521	1,146	1,109	2,255	----	----	----	2,255	5,776
Talbot	1,104	1,001	2,105	196	241	437	2,542	701	672	1,373	14	26	40	1,413	3,955
Washington	5,579	5,280	10,859	623	658	1,281	12,140	182	195	377	----	----	----	377	12,517
Wicomico	2,101	1,885	3,986	374	527	901	4,887	848	827	1,675	46	71	117	1,792	6,679
Worcester	1,565	1,419	2,984	245	404	649	3,633	964	1,124	2,088	----	----	----	2,088	5,721
Total Counties*	56,170	52,157	108,327	6,475	8,518	14,993	123,320	15,700	15,678	31,378	152	298	450	31,828	155,148
	55,007	51,062	106,069	6,421	8,467	14,888	120,957	15,555	15,515	31,070	152	295	447	31,517	152,474
Baltimore City*†‡	41,224	39,408	80,632	4,187	3,837	8,024	88,656	7,591	8,355	15,946	450	905	1,355	17 301	105,957
	40,482	38,642	79,124	4,160	3,782	7,942	87,066	7,476	8,199	15,675	442	889	1,331	17,006	104,072
Entire State*†‡	95,489	89,701	185,193	10,581	12,249	22,830	208,023	23,031	23,714	46,745	594	1,184	1,778	48,523	256,546

*The two sets of figures given for the conuties include in the first row the total enrollment including duplicates from other counties and Baltimore City and in the second row the total enrollment exclusive of duplicates from other counties and Baltimore City. The first row for Baltimore City includes duplicates from the counties and the second row excludes them.

†Baltimore City Junior High Schools and Vocational Schools are included under Elementary Schools. The distribution of their enrollment is given below:
Elementary Schools: Including duplicates from the counties, 36,550 boys, 34,446 girls, 70,996 total; Excluding duplicates from the counties, 35,843 boys, 33,720 girls, 69,563 total. Junior High Schools: Including duplicates from the counties, 4,595 boys, 4,962 girls, 9,557 total; Excluding duplicates from the counties, 4,560 boys, 4,922 girls, 9,482 total. There were 79 boys in the vocational school.

‡Baltimore City Training Schools for Teachers are not included in the table above. The figures are given below:
White: Including duplicates from the counties, 10 boys, 418 girls, 428 total; Excluding duplicates from the counties, 10 boys, 408 girls, 418 total.
Colored: Including duplicates from the counties, 49 boys, 176 girls, 225 total; Excluding duplicates from the counties, 49 boys, 172 girls, 221 total

AVERAGE DAYS IN SESSION, AGGREGATE DAYS OF ATTENDANCE AND AVERAGE DAILY ATTENDANCE FOR YEAR ENDING JULY 31, 1923

COUNTY	AVERAGE DAYS IN SESSION				AGGREGATE DAYS OF ATTENDANCE					AVERAGE DAILY ATTENDANCE						GRAND TOTAL
	WHITE		COLORED		WHITE					WHITE			COLORED			
	Elementary and Junior High	High	Elementary	High	Elementary and Junior High	High	Total	Colored	Grand Total	Elementary and Junior High	High	Total	Elementary	High	Total	
Allegany	187.9	189.8	189.2	190	1,721,641	286,368	2,008,009	545,730	2,053,739	9,161.5	1,508.9	10,670.4	208.7	32.9	241.6	10,912.0
Anne Arundel	187.4	185.9	155.4	184	704,383	73,435	777,818	287,064	1,064,882	3,775.5	395.2	4,170.7	1,792.5	48.1	1,840.6	6,011.3
Baltimore	191.6	192.0	187.9	----	1,938,478	240,961	2,179,439	240,170	2,419,609	10,116.0	1,254.7	11,370.7	1,279.5	------	1,279.5	12,650.2
Calvert	184.3	189.9	159.1	----	139,575	23,035	162,610	116,093	278,703	757.5	121.4	878.9	729.5	------	729.5	1,608.4
Caroline	183.7	188.2	160.4	161	425,786	97,532	523,318	125,162	648,480	2,318.1	518.0	2,836.1	766.0	14.1	780.1	3,616.2
Carroll	183.3	184.9	175.7	----	798,543	120,741	919,284	48,451	967,735	4,358.7	648.5	5,007.2	275.8	------	275.8	5,283.0
Cecil	192.1	192.9	189.5	----	502,492	82,630	585,122	70,492	655,614	2,618.6	428.8	3,047.4	371.9	------	371.9	3,419.3
Charles	179.1	185.5	155.1	161	228,909	14,564	243,473	163,963	407,436	1,277.8	78.5	1,356.3	1,044.6	12.4	1,057.0	2,413.3
Dorchester	182.9	182.5	157.5	----	467,345	87,668	555,013	202,152	757,165	2,555.2	480.2	3,035.4	1,214.8	63.8	1,278.6	4,314.0
Frederick	187.6	181.7	161.9	191	1,223,482	217,969	1,441,451	151,603	1,593,054	6,519.6	1,199.4	7,719.0	884.2	43.7	927.9	8,646.9
Garrett	177.1	183.4	----	----	647,046	63,447	710,493	-------	710,493	3,654.8	346.1	4,000.9	-------	------	-------	4,000.9
Harford	194.5	194.8	170.5	----	623,775	106,929	730,704	113,436	844,140	3,210.3	548.1	3,758.4	664.2	------	664.2	4,422.6
Howard	187.7	189.2	156.7	----	306,225	43,116	349,341	81,995	431,336	1,630.6	228.0	1,858.6	523.4	------	523.4	2,382.0
Kent	186.7	187.0	156.3	161	256,428	45,058	301,486	114,640	416,126	1,373.9	241.0	1,614.9	715.0	17.6	732.6	2,347.5
Montgomery	188.0	189.9	150.7	----	601,241	93,809	695,050	196,335	891,385	3,198.4	493.9	3,692.3	1,303.9	------	1,303.9	4,996.2
Prince George's	189.3	186.4	171.2	----	908,521	126,126	1,034,647	323,769	1,358,416	4,803.5	677.3	5,480.8	1,891.1	------	1,891.1	7,371.9
Queen Anne's	192.6	192.3	161.6	----	312,561	68,126	380,687	109,676	490,363	1,623.5	354.0	1,977.5	678.0	------	678.0	2,655.5
St. Mary's	184.1	187.0	147.3	----	251,545	3,087	254,632	109,983	364,615	1,366.1	16.5	1,382.6	747.5	------	747.5	2,130.1
Somerset	178.4	179.4	161.0	----	415,511	70,467	485,978	272,817	758,795	2,329.4	393.0	2,722.4	1,695.3	------	1,695.3	4,417.7
Talbot	185.3	185.7	161.4	164	303,770	70,513	374,283	174,097	548,380	1,639.0	379.7	2,018.7	1,018.4	29.7	1,078.1	3,096.8
Washington	182.5	182.8	180.1	----	1,521,605	200,665	1,722,270	49,875	1,772,145	8,338.4	1,097.0	9,435.4	277.0	------	277.0	9,712.4
Wicomico	187.5	188.0	158.9	152	588,880	145,521	734,401	214,731	949,132	3,140.5	774.0	3,914.5	1,257.8	95.1	1,352.9	5,267.4
Worcester	181.0	182.5	159.0	----	390,139	97,275	487,414	218,918	706,332	2,157.1	533.6	2,690.7	1,376.9	------	1,376.9	4,067.6
Total Counties	186.4	187.0	162.5	171.5	15,277,881	2,379,042	17,656,923	3,431,152	21,088,075	81,924.0	12,715.8	94,639.8	20,746.0	357.4	21,103.4	115,743.2
Baltimore City*	*188.4	184.0	189.1	184.0	*12,355,425	1,300,013	13,655,438	2,538,412	†16,193,850	*65,596	7,066.0	72,662	12,276	1,186.0	13,462.0	†86,124
Entire State†	*187.3	186.0	172.4	181.1	*27,633,306	3,679,055	31,312,361	5,969,564	†37,281,925	*147,520	19,781.8	167,301.8	33,022.0	1,543.4	34,565.4	†201,867.2

*The data for white pupils in elementary, junior high and vocational schools in Baltimore City shown as a total under elementary and junior high schools are distributed below:

School	Average Days in Session	Aggregate Days Attendance	Average Daily Attendance
White Elementary	188.9	10,781,820	57,047
Junior High	183.9	1,548,657	8,417
Vocational	188.9	24,948	132
Total	188.4	12,355,425	65,596

†Data for teachers' training schools not included above are given below:

School	Days in Session	Aggregate Days Attendance	Average Daily Attendance
White Teachers' Training	174	64,923	373.0
Colored Teachers' Training	184	35,906	195.3
Total	177.2	100,829	568.3

TABLE XI

AVERAGE NUMBER BELONGING AND PER CENT. OF ATTENDANCE FOR YEAR ENDING JULY 31, 1923

COUNTY	AVERAGE NUMBER BELONGING							PERCENT. OF ATTENDANCE						
	WHITE SCHOOLS					COLORED SCHOOLS		WHITE SCHOOLS					COLORED SCHOOLS	
	ELEMENTARY AND JUNIOR HIGH							ELEMENTARY AND JUNIOR HIGH						
	With One Teacher	With Two Teachers	With Three or More Teachers	All Elementary and Junior High	High	Elementary	High	With One Teacher	With Two Teachers	With Three or More Teachers	All Elementary and Junior High	High	Elementary	High
Allegany	1,107.9	883.8	8,306.0	10,297.7	1,591.0	238.2	35.2	80.0	87.4	90.3	89.0	94.8	87.4	93.5
Anne Arundel	722.1	671.6	3,069.9	4,463.6	429.1	2,517.0	54.2	78.2	82.4	86.5	84.5	92.1	71.2	88.9
Baltimore	1,312.6	2,514.7	8,211.1	12,038.4	1,374.8	1,694.4	-------	81.6	81.5	85.1	84.0	91.3	75.4	----
Calvert	775.9	172.0	-------	947.9	129.8	1,117.1	-------	79.0	83.9	----	79.9	93.5	63.3	----
Caroline	788.5	422.5	1,468.0	2,679.0	568.0	1,003.0	16.4	85.1	86.2	87.3	86.5	91.2	76.4	85.6
Carroll	2,650.7	676.0	2,157.7	5,484.4	730.5	382.6	-------	76.7	79.0	82.8	79.4	88.7	72.0	----
Cecil	1,192.2	456.6	1,437.6	3,086.4	466.4	498.5	-------	81.9	86.2	86.8	84.8	92.0	74.4	----
Charles	872.5	502.1	232.0	1,606.6	88.4	1,502.7	14.0	75.3	82.4	89.1	79.5	88.7	66.8	88.4
Dorchester	1,143.3	605.3	1,397.2	3,145.8	519.4	1,656.6	73.0	76.3	77.1	87.1	81.2	92.4	73.2	87.4
Frederick	2,735.9	1,105.0	3,960.9	7,801.8	1,310.2	1,044.9	48.3	79.6	80.2	87.3	83.6	91.5	84.6	90.5
Garrett	2,474.3	848.3	1,031.3	4,353.9	383.9	-------	-------	81.5	85.2	88.4	83.9	90.2	----	----
Harford	1,406.2	847.7	1,544.7	3,798.6	601.0	830.6	-------	81.4	84.5	87.0	84.5	91.2	79.9	----
Howard	855.2	342.0	743.4	1,940.6	253.8	737.1	-------	83.6	79.9	86.2	84.0	89.9	71.0	----
Kent	435.2	240.9	907.9	1,584.0	267.0	974.0	20.3	83.7	84.1	88.9	86.7	90.2	73.4	86.3
Montgomery	1,149.1	769.2	1,989.1	3,907.4	554.6	1,610.5	-------	76.2	80.8	85.5	81.9	88.9	80.8	----
Prince George's	970.4	1,026.5	3,678.7	5,675.6	736.6	2,477.6	-------	80.2	83.2	86.1	84.9	91.8	76.4	----
Queen Anne's	832.5	397.0	671.0	1,900.5	385.0	923.0	-------	81.1	87.2	89.5	85.4	91.9	73.1	----
St. Mary's	1,228.4	499.3	106.7	1,834.4	19.0	1,186.9	-------	73.0	79.0	72.0	74.5	86.8	62.9	----
Somerset	877.7	480.6	1,433.5	2,791.8	429.9	2,105.0	-------	80.6	80.2	86.2	83.3	91.4	80.5	----
Talbot	353.1	361.5	1,195.1	1,909.7	407.4	1,236.7	34.0	84.7	82.5	87.1	85.8	93.2	84.3	87.3
Washington	2,120.0	1,126.0	6,576.5	9,822.5	1,178.0	339.0	-------	70.5	80.8	87.7	84.9	93.1	81.7	----
Wicomico	1,206.6	406.8	2,018.8	3,632.2	838.9	1,483.3	105.0	87.3	85.2	89.2	86.5	92.3	84.8	90.5
Worcester	802.0	359.8	1,423.2	2,585.0	581.8	1,718.6	-------	77.4	79.5	87.9	83.5	91.7	80.1	----
Total Counties	28,012.3	15,715.2	53,560.3	97,287.8	13,844.5	27,277.3	400.4	79.3	82.3	87.2	84.2	91.9	76.2	89.3
Baltimore City†	--------	--------	*73,015	*73,015	7,722.0	14,031.0	1,336.0	----	----	*89.8	*89.8	91.5	87.0	88.8
Entire State†	28,012.3	15,715.2	*126,575.3	*170,302.8	21,566.5	41,308.3	1,736.4	79.3	82.3	*88.7	*86.7	91.6	79.9	88.9

*The data for white pupils in elementary, junior high and vocational schools in Baltimore City shown as a total under elementary and junior high schools are distributed below:

School	Average Number Belonging	Per Cent. of Attendance
White Elementary	63,634	89.6
Junior High	9,239	92.9
Vocational	142	91.0

†The data for pupils in teachers' training schools not included above are given below:

School	Average Number Belonging	Per Cent. of Attendance
White Training School	385	96.9
Colored Training School	200.9	97.2

TABLE XII

NUMBER OF TEACHING POSITIONS FOR THE YEAR ENDING JULY 31, 1923

COUNTIES	WHITE								COLORED								Grand Total	
	Elementary School			High School			Total White Teachers	White Supervisors	Elementary School			High School			Total Colored Teachers	Colored Supervisors	Teachers	Supervisors
	Men	Women	Total	Men	Women	Total			Men	Women	Total	Men	Women	Total				
Allegany	14	287.6	301.6	26	45.4	71.4	373	2	1	5	6	1	3	4	10	--	383	2
Anne Arundel	13	124.7	137.7	2.4	17.3	19.7	157.4	2	8	52	60	2	3	5	65	1	222.4	3
Baltimore	18	283	301	10	48	58	359	6	10	35	45	--	--	--	45	--	404	6
Calvert	----	36	36	4	1	5	41	1	6.6	18	24.6	--	--	--	24.6	.4	65.6	1.4
Caroline	1	81	82	10	17	27	109	2	3	24	27	1	.4	1.4	28.4	.6	137.4	2.6
Carroll	41.2	146.3	187.5	20.8	24.7	45.5	233	2	2	10.4	12.4	--	--	--	12.4	.6	245.4	2.6
Cecil	1	103	104	9	21	30	134	1	3	15.4	18.4	--	--	--	18.4	.6	152.4	1.6
Charles	5	61	66	2	2	4	70	1	4	32	36	1.5	--	1.5	37.5	.5	107.5	1.5
Dorchester	8	102	110	7	18	25	135	1	14	37	51	2	1.4	3.4	54.4	.6	189.4	1.6
Frederick	40	204.1	244.1	27	33.4	60.4	304.5	4	9	26	35	1.2	1	2.2	37.2	.8	341.7	4.8
Garrett	51	136	187	10	11	21	208	2	---	--	------	--	--	--	---	--	208	2
Harford	4	115.8	119.8	13	19.2	32.2	152	1	5.4	21	26.4	--	--	--	26.4	.6	178.4	1.6
Howard	4	59.6	63.6	3	11.4	14.4	79	1	1.6	16	17.6	--	--	--	17.6	.4	96.6	1.4
Kent	2	60	62	8	14	22	84	1	1	29	30	1	1.4	2.4	32.4	.6	116.4	1.6
Montgomery	6	115.6	121.6	9	17.4	26.4	148	1	4	32.2	36.2	--	--	--	36.2	1	184.2	2
Prince George's	4	169	173	12	26.5	38.5	211.5	1	5.4	54	59.4	--	--	--	59.4	1	270.9	2
Queen Anne's	1	69.2	70.2	8	15.8	23.8	94	.5	2	20.4	22.4	--	--	--	22.4	.6	116.4	1.1
St. Mary's	3	60	63	--	1	1	64	1	6	29	35	--	--	--	35	1	99	2
Somerset	5	81	86	7	13	20	106	1	11	34	45	--	--	--	45	1	151	2
Talbot	3	59.8	62.8	12	10.2	22.2	84	1	5	28	33	1.4	1	2.4	35.4	.6	119.4	1.6
Washington	54	226	280	25	15.4	40.4	320.4	2	5	7	12	--	--	--	12	--	332.4	2
Wicomico	5	109	114	16	24	40	154	2	8	29	37	2	2	4	41	1	195	3
Worcester	4	86	90	12	27	39	129	1	7	35.4	42.4	--	--	--	42.4	1	171.4	2
Total Counties	287.2	2,775.7	3,062.9	253.2	433.7	686.9	3,749.8	37.5	122	589.8	711.8	13.1	13.2	26.3	738.1	13.9	4,487.9	51.4
Baltimore City	*110	*2,081	*2,191	169	125	294	†2,485	12	72	296	368	22	28	50	† 418	1	†2,903	13
Total State	*397.2	*4,856.7	*5,253.9	422.2	558.7	980.9	†6,234.8	49.5	194	885.8	1,079.8	35.1	41.2	76.3	†1,156.1	14.9	†7,390.9	64.4

*The Baltimore City figures for white elementary schools include the following: Elementary: men 36, women 1,795; Junior high: men 62, women 286; Vocational: men 12.

†The Baltimore City figures above exclude teachers in teachers' training schools as follows: White: 2 men, 13 women; Colored: 2 men, 5 women.

TABLE XIII

Number and Per Cent. of Teachers Holding Various Grades of Certificates October, 1923

WHITE ELEMENTARY SCHOOLS

COUNTY	NUMBER OF TEACHERS HOLDING CERTIFICATES OF THE FOLLOWING GRADES									PER CENT OF TEACHERS HOLDING FOLLOWING GRADES OF CERTIFICATES					
	Elemen. Prin.* and First		Second		Third		Total No. of Teachers		Grand Total.	Elemen. Prin. and First		Second		Third	
	Reg.*	Prov*	Reg.	Prov.	Reg.	Prov.	Reg.	Prov.		Reg.	Prov.	Reg.	Prov.	Reg.	Prov.
County Average	1,633	32	820	97	320	124	2,773	253	3,026	53.9	1.1	27.1	3.2	10.6	4.1
Allegany	232	--	52	2	14	1	298	3	301	77.1	--	17.3	.7	4.6	.3
Anne Arundel	90	7	30	--	6	5	126	12	138	65.2	5.1	21.7	--	4.4	3.6
Baltimore	285	3	10	1	2	6	297	10	307	92.8	1.0	3.3	.3	.6	2.0
Calvert	24	--	--	1	7	4	31	5	36	66.6	--	--	2.8	19.5	11.1
Caroline	43	--	23	4	8	1	74	5	79	54.4	--	20.1	5.1	10.1	1.3
Carroll	75	--	56	12	31	10	162	22	184	40.8	--	30.4	6.5	16.9	5.4
Cecil	42	--	52	1	4	1	98	2	100	42.0	--	52.0	1.0	4.0	1.0
Charles	18	--	20	10	14	4	52	14	66	27.3	--	30.3	15.1	21.2	6.1
Dorchester	45	1	34	1	18	6	97	8	105	42.9	.9	32.4	.9	17.2	5.7
Frederick	92	--	112	9	13	11	217	20	237	38.8	--	47.3	3.8	5.5	4.6
Garrett	36	8	26	20	55	41	117	69	186	19.4	4.3	14.0	10.7	29.5	22.1
Harford	64	3	34	4	17	--	115	7	122	52.5	2.4	27.9	3.3	13.9	--
Howard	27	--	20	--	12	3	59	3	62	43.6	--	32.3	--	19.3	4.8
Kent	32	--	23	3	2	--	57	3	60	53.4	--	38.3	5.0	3.3	--
Montgomery	82	5	17	6	11	2	110	13	123	66.7	4.1	13.8	4.9	8.9	1.6
Prince George's	107	2	42	8	12	1	161	11	172	62.2	1.2	24.4	4.6	7.0	.6
Queen Anne's	50	--	18	--	--	--	68	--	68	73.5	--	26.5	--	--	--
St. Mary's	14	--	10	2	22	14	46	16	62	22.6	--	16.1	3.2	35.5	22.6
Somerset	26	--	32	1	23	3	81	4	85	30.6	--	37.7	1.2	27.0	3.5
Talbot	42	--	17	--	--	--	59	--	59	71.2	--	28.8	--	--	--
Washington	118	1	112	8	30	7	260	16	276	42.7	.4	40.6	2.9	10.9	2.5
Wicomico	54	1	49	3	5	--	108	4	112	48.2	.9	43.7	2.7	4.5	--
Worcester	35	1	31	1	14	4	80	6	86	40.7	1.2	36.0	1.2	16.3	4.6

* Elemen, Prin.—Elementary Principal. Reg.—Regular. Prov.—Provisional.

TABLE XIV

Number and Per Cent. of Teachers Holding Various Grades of Certificates, October, 1923

WHITE ONE TEACHER SCHOOLS

COUNTY	NUMBER OF TEACHERS HOLDING CERTIFICATES OF THE FOLLOWING GRADES									PER CENT OF TEACHERS HOLDING FOLLOWING GRADES OF CERTIFICATES					
	Elemen. Prin.* and First		Second		Third		Total No. of Teachers		Grand Total.	Elemen. Prin. and First		Second		Third	
	Reg.*	Prov*	Reg.	Prov.	Reg.	Prov.	Reg.	Prov.		Reg.	Prov.	Reg.	Prov.	Reg.	Prov.
County Average	304	7	372	60	212	101	888	168	1,056	28.8	.6	35.2	5.7	20.1	9.6
Allegany	31	--	9	--	8	1	48	1	49	63.3	--	18.4	--	16.3	2.0
Anne Arundel	13	2	11	--	3	1	27	3	30	43.3	6.7	36.7	--	10.0	3.3
Baltimore	34	--	1	1	1	1	36	2	38	89.6	--	2.6	2.6	2.6	2.6
Calvert	18	--	--	1	7	4	25	5	30	60.0	--	--	3.3	23.4	13.3
Caroline	6	--	15	2	4	1	25	3	28	21.4	--	53.6	7.1	14.3	3.6
Carroll	19	--	31	11	21	9	71	20	91	20.9	--	34.0	12.1	23.1	9.9
Cecil	13	--	29	--	2	1	44	1	45	28.9	--	64.5	--	4.4	2.2
Charles	8	--	13	7	8	4	29	11	40	20.0	--	32.5	17.5	20.0	10.0
Dorchester	11	--	16	--	13	5	40	5	45	24.5	--	35.5	--	28.9	11.1
Frederick	12	--	52	6	12	11	76	17	93	12.9	--	56.0	6.4	12.9	11.8
Garrett	14	2	15	13	42	37	71	52	123	11.4	1.6	12.2	10.6	34.1	30.1
Harford	20	--	17	1	13	--	50	1	51	39.2	--	33.3	2.0	25.5	--
Howard	8	--	12	--	8	3	28	3	31	25.8	--	38.7	--	25.8	9.7
Kent	5	--	15	2	1	--	21	2	23	21.8	--	65.2	8.7	4.3	--
Montgomery	19	2	9	2	3	1	31	5	36	52.7	5.6	25.0	5.6	8.3	2.8
Prince George's	9	--	16	2	4	1	29	3	32	28.2	--	50.0	6.2	12.5	3.1
Queen Anne's	18	--	17	--	--	--	35	--	35	51.4	--	48.6	--	--	--
St. Mary's	5	--	7	2	17	13	29	15	44	11.4	--	15.9	4.5	38.6	29.6
Somerset	3	--	11	1	13	2	27	3	30	10.0	--	36.7	3.3	43.3	6.7
Talbot	5	--	8	--	--	--	13	--	13	38.5	--	61.5	--	--	--
Washington	8	--	40	6	18	4	66	10	76	10.5	--	52.6	7.9	23.7	5.3
Wicomico	16	--	16	2	5	--	37	2	39	41.0	--	41.0	5.1	12.9	--
Worcester	9	1	12	1	9	2	30	4	34	26.5	2.9	35.3	2.9	26.5	5.9

* Elemen, Prin.—Elementary Principal. Reg.—Regular. Prov.—Provisional.

TABLE XV

Number and Per Cent. of Teachers Holding Various Grades of Certificates, October, 1923

WHITE TWO TEACHER SCHOOLS.

COUNTY	NUMBER OF TEACHERS HOLDING CERTIFICATES OF THE FOLLOWING GRADES									PER CENT OF TEACHERS HOLDING FOLLOWING GRADES OF CERTIFICATES					
	Elemen. Prin.* and First		Second		Third		Total No. of Teachers		Grand Total.	Elemen. Prin. and First		Second		Third	
	Reg.*	Prov*	Reg.	Prov.	Reg.	Prov.	Reg.	Prov.		Reg.	Prov.	Reg.	Prov.	Reg.	Prov.
County Average	279	7	143	13	61	16	483	36	519	53.7	1.4	27.5	2.5	11.8	3.1
Allegany	21	--	11	--	2	--	34	--	34	61.8	--	32.3	--	5.9	--
Anne Arundel	12	4	5	--	--	3	17	7	24	50.0	16.7	20.8	--	--	12.5
Baltimore	66	--	5	--	--	3	71	3	74	89.2	--	6.8	--	--	4.0
Calvert	6	--	--	--	--	--	6	--	6	100.0	--	--	--	--	--
Caroline	7	--	3	1	3	--	13	1	14	50.0	--	21.4	7.2	21.4	--
Carroll	12	--	6	--	5	1	23	1	24	50.0	--	25.0	--	20.8	4.2
Cecil	10	--	7	--	--	--	17	--	17	58.8	--	41.2	--	--	--
Charles	7	--	2	3	6	--	15	3	18	38.9	--	11.1	16.7	33.3	--
Dorchester	4	--	9	--	4	1	17	1	18	22.2	--	50.0	--	22.2	5.6
Frederick	10	--	24	1	1	--	35	1	36	27.8	--	66.6	2.8	2.8	--
Garrett	8	1	5	4	11	3	24	8	32	25.0	3.1	15.6	12.5	34.5	9.3
Harford	11	--	7	1	3	--	21	1	22	50.0	--	31.8	4.5	13.7	--
Howard	10	--	4	--	2	--	16	--	16	62.5	--	25.0	--	12.5	--
Kent	5	--	5	--	--	--	10	--	10	50.0	--	50.0	--	--	--
Montgomery	7	1	5	1	6	--	18	2	20	35.0	5.0	25.0	5.0	30.0	--
Prince George's	21	1	13	1	2	--	36	2	38	55.3	2.6	34.2	2.6	5.3	--
Queen Anne's	12	--	--	--	--	--	12	--	12	100.0	--	--	--	--	--
St. Mary's	9	--	3	--	3	1	15	1	16	56.2	--	18.8	--	18.8	6.2
Somerset	8	--	4	--	6	--	18	--	18	44.5	--	22.2	--	33.3	--
Talbot	9	--	3	--	--	--	12	--	12	75.0	--	25.0	--	--	--
Washington	10	--	18	1	6	3	34	4	38	26.3	--	47.4	2.6	15.8	7.9
Wicomico	10	--	2	--	--	--	12	--	12	83.3	--	16.7	--	--	--
Worcester	4	--	2	--	1	1	7	1	8	50.0	--	25.0	--	12.5	12.5

* Reg.—Regular. Prov.—Provisional. Elemen. Prin.—Elementary School Principal.

TABLE XVI

Number and Per Cent. of Teachers Holding Various Grades of Certificates, October 1923.

WHITE GRADED SCHOOLS

COUNTY	NUMBER OF TEACHERS HOLDING CERTIFICATES OF THE FOLLOWING GRADES									PER CENT OF TEACHERS HOLDING FOLLOWING GRADES OF CERTIFICATES					
	Elemen. Prin.* and First		Second		Third		Total No. of Teachers		Grand Total.	Elemen. Prin. and First		Second		Third	
	Reg.*	Prov*	Reg.	Prov.	Reg.	Prov.	Reg.	Prov.		Reg.	Prov.	Reg.	Prov.	Reg.	Prov.
County Average	1,050	18	305	24	47	7	1,402	49	1,451	72.4	1.2	21.0	1.7	3.2	.5
Allegany	180	--	32	2	4	--	216	2	218	82.6	--	14.7	.9	1.8	--
Anne Arundel	65	1	14	--	3	1	82	2	84	77.3	1.2	16.7	--	3.6	1.2
Baltimore	185	3	4	--	1	2	190	5	195	94.9	1.5	2.1	--	.5	1.0
Calvert	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Caroline	30	--	5	1	1	--	36	1	37	81.1	--	13.5	2.7	2.7	--
Carroll	44	--	19	1	5	--	68	1	69	63.8	--	27.6	1.4	7.2	--
Cecil	19	--	16	1	2	--	37	1	38	50.0	--	42.1	2.6	5.3	--
Charles	3	--	5	--	--	--	8	--	8	37.5	--	62.5	--	--	--
Dorchester	30	1	9	1	1	--	40	2	42	71.4	2.4	21.4	2.4	2.4	--
Frederick	70	--	36	2	--	--	106	2	108	64.8	--	33.3	1.9	--	--
Garrett	14	5	6	3	2	1	22	9	31	45.2	16.1	19.4	9.7	6.4	3.2
Harford	33	3	10	2	1	--	44	5	49	67.4	6.1	20.4	4.1	2.0	--
Howard	9	--	4	--	2	--	15	--	15	60.0	--	26.7	--	13.3	--
Kent	22	--	3	1	1	--	26	1	27	81.5	--	11.1	3.7	3.7	--
Montgomery	56	2	3	3	2	1	61	6	67	83.5	3.0	4.5	4.5	3.0	1.5
Prince George's	77	1	13	5	6	--	96	6	102	75.5	1.0	12.7	4.9	5.9	--
Queen Anne's	20	--	1	--	--	--	21	--	21	95.3	--	4.7	--	--	--
St. Mary's	--	--	--	--	2	--	2	--	2	--	--	--	--	100.0	--
Somerset	15	--	17	--	4	1	36	1	37	40.6	--	45.9	--	10.8	2.7
Talbot	28	--	6	--	--	--	34	--	34	82.3	--	17.7	--	--	--
Washington	100	1	54	1	6	--	160	2	162	61.7	.6	33.4	.6	3.7	--
Wicomico	28	1	31	1	--	--	59	2	61	46.0	1.6	50.8	1.6	--	--
Worcester	22	--	17	--	4	1	43	1	44	50.0	--	38.6	--	9.1	2.3

* Elemen, Prin.—Elementary Principal. Reg.—Regular. Prov.—Provisional.

TABLE XVII

COLORED ELEMENTARY TEACHERS—GRADE OF CERTIFICATE OCT., 1923.

COUNTY	NUMBER OF COLORED TEACHERS HOLDING CERTIFICATES OF THE FOLLOWING GRADES									Per Cent of Colored Teachers Holdng Certificates of the Following Grades					
	First		Second		Third		Total No. of Teachers		Grand Total.	First		Second		Third	
	Reg.*	Prov*	Reg.	Prov.	Reg.	Prov.	Reg.	Prov.		Reg.	Prov.	Reg.	Prov.	Reg.	Prov.
County Average	272	14	238	36	112	46	622	96	718	37.9	2.0	33.1	5.0	15.6	6.4
Allegany	6	--	--	--	--	--	6	--	6	100.0	--	--	--	--	--
Anne Arundel	8	7	21	5	13	7	42	19	61	13.1	11.5	34.4	8.2	21.3	11.5
Baltimore	32	1	7	--	4	1	43	2	45	71.1	2.2	15.6	--	8.9	2.2
Calvert	11	--	3	1	4	5	18	6	24	45.8	--	12.5	4.2	16.7	20.8
Caroline	10	--	14	--	3	1	27	1	28	35.7	--	50.0	--	10.7	3.6
Carroll	7	--	3	--	3	--	13	--	13	53.8	--	23.1	--	23.1	--
Cecil	11	--	5	--	--	--	16	--	16	68.7	--	31.3	--	--	--
Charles	14	--	15	1	7	1	36	2	38	36.9	--	39.5	2.6	18.4	2.6
Dorchester	15	1	12	--	13	11	40	12	52	28.8	1.9	23.1	--	25.0	21.2
Frederick	10	2	8	2	11	1	29	5	34	29.4	5.9	23.5	5.9	32.4	2.9
Harford	13	--	9	--	4	1	26	1	27	48.1	--	33.4	--	14.8	3.7
Howard	10	--	4	--	4	1	18	1	19	52.6	--	21.1	--	21.0	5.3
Kent	15	--	12	--	1	--	28	--	28	53.6	--	42.8	--	3.6	--
Montgomery	13	1	11	4	6	2	30	7	37	35.2	2.7	29.7	10.8	16.2	5.4
Prince George's	28	1	19	3	10	1	57	5	62	45.2	1.6	30.7	4.8	16.1	1.6
Queen Anne's	11	--	6	3	2	1	19	4	23	47.8	--	26.1	13.1	8.7	4.3
St. Mary's	4	--	17	--	8	5	29	5	34	11.8	--	50.0	--	23.5	14.7
Somerset	12	--	18	5	8	3	38	8	46	26.1	--	39.1	10.9	17.4	6.5
Talbot	10	--	19	2	2	--	31	2	33	30.3	--	57.6	6.1	6.0	--
Washington	5	--	4	1	2	--	11	1	12	41.7	--	33.3	8.3	16.7	--
Wicomico	12	1	18	4	1	1	31	6	37	32.5	2.7	48.6	10.8	2.7	2.7
Worcester	15	--	13	5	6	4	34	9	43	34.9	--	30.2	11.6	14.0	9.3

* Reg.—Regular. Prov.—Provisional.

TABLE XVIII

STANDARD ACHIEVEMENT IN COMPREHENSION OF SILENT READING OF MEDIAN CHILD IN EACH GRADE IN MONROE'S SILENT READING TEST REVISED. ACCOMPLISHMENT OF MEDIAN CHILD IS EXPRESSED IN GRADE EQUIVALENT OR "B" SCORE

COUNTY	Form	Month	Grade 3				Grade 4				Grade 5				Grade 6				Grade 7			
			One Teacher	Two Teacher	One and Two Teacher	Three + Teacher	One Teacher	Two Teacher	One and Two Teacher	Three + Teacher	One Teacher	Two Teacher	One and Two Teacher	Three + Teacher	One Teacher	Two Teacher	One and Two Teacher	Three + Teacher	One Teacher	Two Teacher	One and Two Teacher	Three + Teacher
Allegany	1	1	*—	—	—	—	—	3.3	3.1	3.5	3.6	3.6	3.6	4.1	4.6	4.9	4.7	5.1	5.1	5.8	5.4	6.3
	2	8			3.15	3.4			3.9	3.9			4.3	4.9			6.2	6.7			6.8	7.6
	3	8								4.2				5.1				6.0				6.9
Baltimore	1	8	3.5	3.5	3.5	3.6	4.2	4.1	4.1	4.4	4.8	4.9	4.9	5.2	6.0	6.6	6.3	6.5	6.0	7.8	7.2	7.8
	3	8	3.3	3.6	3.5	3.5	3.9	4.1	4.0	4.3	4.8			5.2	5.7	5.9	5.8	5.9	6.6	6.8	6.7	7.0
Calvert	1	3	—	3.3	—		3.5	3.6	3.5		3.8	5.0	3.9		4.7	4.4	4.7		5.8	5.8	5.8	
	2	8	3.1	3.5	3.2		3.8	4.5	3.9		4.4	5.3	4.4		5.4	6.5	5.6		6.5	6.7	6.6	
Caroline	1	8	—	—	—	—	3.3	3.5	3.4	3.6	4.0	4.1	4.0	4.4	4.7	4.8	4.7	4.9	5.2	5.9	5.5	6.0
	2	7	3.1	3.1	3.1	3.4	3.6	3.7	3.6	4.1	4.0	4.4	4.1	4.7	5.4	5.7	5.5	6.0	5.9	6.5	5.6	6.9
Carroll	1	6			3.3	3.4			4.0	4.0			4.6	4.9			5.7	6.1			6.8	7.2
Cecil	1	4				3.2				3.8				4.7				5.8				6.8
Charles	1	1	—	—	—	3.1	3.3	3.1	3.2	3.2	3.5	3.9	3.7	4.4	4.2	4.3	4.3	4.7	5.3	5.1	5.2	5.0
	2	8	3.3	3.9	3.6	3.6	4.0	3.9	4.0	4.7	4.3	4.6	4.5	6.1	6.0	6.2	6.0	7.4	7.3	7.9	7.5	9+
Dorchester	1	8	—	—	—	3.0	3.3	3.6	3.4	3.8	3.7	3.9	3.8	5.1	5.1	6.1	5.1	5.1	5.1	6.6	5.7	5.3
Frederick	1	1	—	—	—	—	3.4	3.5	3.4	3.7	4.2	4.0	4.1	4.5	5.3	5.0	5.1	5.7	6.4	5.9	6.0	6.3
	2	8	3.2	3.3	3.6	3.6	3.7	3.8	3.8	3.8	4.4	4.3	4.3	4.2	5.1	5.7	5.4	5.9	6.9	6.4	6.6	6.3
Frederick City and Brunswick	1	5				3.5				4.2				5.2				5.3				7.6
	2	8				3.5				4.8				6.5				7.0				8.3

Garrett	1	8			3.3	3.4			3.7	3.8			4.5	4.7			4.5	6.5			6.7	6.6
Howard	1	2			—	—			3.3	3.7			3.8	4.0			4.7	5.1			5.2	6.3
	2	8	3.2	3.3	3.2	3.3	3.8	4.0	3.9	4.3	4.8	5.1	4.9	4.5	5.8	5.7	5.7	6.4	7.3	8.0	7.6	7.8
Harford	1	0	*—	—	—	—	—	3.4	3.1	3.2	3.7	3.9	3.8	4.1	4.6	4.8	4.8	5.1	5.5	6.1	5.9	6.6
	2	9				3.3				3.9				4.9				6.9				8.3
	3	7	—	3.3	3.1	3.4	3.5	3.8	3.6	4.0	4.5	4.7	4.6	5.0	5.5	5.7	5.6	6.1	6.1	6.7	5.8	5.1
Kent	1	1			—	3.1			3.3	3.7			4.2	4.4			4.5	5.6			5.5	7.0
	3	8			3.3	3.8			3.9	4.9			4.8	6.7			5.8	6.3			7.9	7.1
Prince George's	1	0	—	—	—	—	—	—	—	—	3.4	3.6	3.5	3.6	4.1	5.0	4.3	4.5	5.1	5.0	5.1	5.5
	2	8	—	—	—	3.1	3.3	3.7	3.4	3.9	3.7	3.9	4.0	4.8	5.4	6.0	5.7	6.3	5.6	6.9	6.3	7.5
	3	7	3.0	3.4	3.1	3.4	3.7	3.8	3.7	4.1	4.1	4.7	4.5	5.2	5.0	5.7	5.4	5.7	6.0	6.0	6.0	7.1
St. Mary's	1	2	—	—	—		3.1	—	3.0		3.5	3.7	3.6		4.2	4.1	4.1		4.7	5.5	4.9	
	2	8	3.2	3.2	3.1		3.7	3.8	3.8		4.0	4.3	4.0		5.1	6.3	5.5		6.8	6.9	6.8	
Somerset	1	7	—			‡3.1	3.0			‡3.5	3.6			‡4.5	4.7			‡5.5	5.0			‡5.6
	1	2			—	3.1			3.1	3.6			3.8	4.1			4.6	5.4			4.9	6.3
	3	7			3.1	3.4			3.6	4.1			4.6	5.2			4.9	5.6			5.5	6.8
Talbot	1	2	—	—	—	—	—	3.3	3.2	3.7	4.0	3.8	3.9	4.3	4.9	4.8	4.8	5.5	5.9	6.2	6.1	6.9
	2	8	3.1	—	3.1	3.4	3.6	3.8	3.7	4.3	4.7	4.3	4.3	5.4	6.0	6.1	6.0	7.1	6.7	8.0	6.9	7.9
Washington	1	6	*—			‡3.0				‡3.7	3.5			‡4.2	3.7			‡4.5	4.1			‡5.0
Hagerstown	1	6				3.2				3.9				4.4				4.8				5.4
	2	6				3.4				4.0				4.8				6.7				7.8
Wicomico	2	†3				†—				†3.5				†4.4				†5.2				†6.8
	2	8	3.0	3.4	3.1	3.4	3.7	3.8	3.7	3.9	4.6	4.9	4.7	5.0	5.3	6.2	5.7	6.5	6.0	6.8	6.3	7.6
Worcester	1	1			—	—			3.0	3.2			3.6	3.8			4.1	4.4			4.5	4.8
	2	7			—	3.1			3.4	3.9			4.0	4.7			5.7	5.8			6.6	6.9

*—means that the score made by the median child is below the standard for the beginning of the third grade.
†Lower section of grade in schools having semi-annual promotions.
‡Includes some two-teacher schools.

TABLE XIX

STANDARD ACHIEVEMENT IN READING RATE OF MEDIAN CHILD IN EACH GRADE, IN MONROE'S SILENT READING TEST REVISED. ACCOMPLISHMENT OF MEDIAN CHILD IS EXPRESSED IN GRADE EQUIVALENT OR "B" SCORE

COUNTY	Form	Month	Grade 3				Grade 4				Grade 5				Grade 6				Grade 7			
			One Teacher	Two Teacher	One and Two Teacher	Three + Teacher	One Teacher	Two Teacher	One and Two Teacher	Three + Teacher	One Teacher	Two Teacher	One and Two Teacher	Three + Teacher	One Teacher	Two Teacher	One and Two Teacher	Three + Teacher	One Teacher	Two Teacher	One and Two Teacher	Three + Teacher
Allegany	1	1	*—	—	—	—	—	—	—	3.2	3.5	3.7	3.6	3.9	4.2	4.0	4.1	4.7	4.8	5.4	5.0	5.3
	2	8			3.35	3.3			3.8	3.9			4.0	4.6			6.3	6.0			7.2	6.6
	3	8								3.9				4.4				5.5				5.7
Baltimore	1	8	3.3	3.5	3.4	3.3	3.7	4.0	3.9	4.1	4.7	4.5	4.6	4.9	4.9	5.7	5.4	5.8	6.2	6.8	6.6	6.6
	3	8	3.1	3.3	3.2	3.2	3.6	3.7	3.7	3.8	4.1			4.4	5.3	5.3	5.3	5.5	5.5	5.7	5.6	5.9
Calvert	1	3	—	3.1	—		3.2	—	3.2		3.7	4.3	3.9		4.4	5.6	4.5		5.0	5.1	5.0	
	2	8	—	3.9	3.0		3.7	4.0	3.8		4.0	4.3	4.0		6.2	6.6	6.2		6.6	7.4	7.0	
Caroline	1	2	—	—	—	—	3.0	—	—	3.4	3.7	3.8	3.7	4.0	4.2	4.5	4.3	4.7	4.9	4.9	4.9	5.1
	2	7	—	—	—	3.1	3.4	3.6	3.4	3.9	3.8	4.0	3.8	4.1	5.3	5.5	5.4	5.6	6.1	5.9	6.0	6.3
Carroll	1	6			3.3	3.2			3.7	3.9			4.7	4.7			5.3	5.2			6.2	6.2
Cecil	1	4				—				3.5				4.3				4.9				5.6
Charles	1	1	—	—	—	3.2	—	—	—	—	3.2	4.0	3.5	3.9	3.8	4.0	3.9	4.7	4.6	5.0	4.7	4.5
	2	8	3.3	3.7	3.5	3.3	3.8	4.0	3.9	4.2	4.0	4.8	4.3	5.7	6.0	5.8	5.9	8.4	7.3	7.9	7.7	9+
Dorchester	1	8	—	—	—	—	3.0	3.5	3.2	3.7	3.6	4.6	3.7	4.4	4.8	5.3	4.9	4.6	5.3	5.2	5.2	4.9
Frederick	1	1	—	—	—	†—	3.3	3.5	3.5	†3.6	3.8	4.0	3.7	†4.0	4.4	4.8	4.6	†5.3	4.9	4.5	5.0	†5.4
	2	8	3.4	3.4	3.4	†3.2	3.7	3.8	3.7	†3.7	4.0	4.1	4.0	†3.8	5.9	5.9	5.9	†5.5	6.1	5.9	5.9	†5.7
Frederick City and Brunswick	1	5				3.4				3.9				5.0				5.0				6.5
	2	8				3.5				4.6				5.8				6.5				7.5
	3	8				3.7				4.3				5.9				6.0				6.0
Garrett	1	8			3.0	3.3																

Garrett	1	8			3.0	3.2			3.8	3.7			4.0	4.4			4.0	5.4			5.4	5.4
Harford	1	0	*—		—	—	—		—	—	3.4	—	3.6	3.9	4.1	—	4.4	4.6	4.6	—	5.2	5.5
	2	8				—				3.6				4.1				5.8				7.3
	3	8	—	3.1	—	3.1	3.2	3.4	3.3	3.6	4.0	4.1	4.0	4.4	5.1	5.4	5.2	5.2	5.6	5.8	5.7	5.9
Howard	1	2			—	—			3.2	3.3			3.6	3.6			4.1	4.5			4.8	4.8
	2	8	3.1	3.2	3.2	—	3.6	3.7	3.6	3.9	4.1	4.8	4.1	4.0	5.3	5.4	5.3	5.8	6.1	7.2	6.3	6.0
Kent	1	1			—	—			3.3	3.8			3.9	4.7			4.1	5.2			4.9	6.4
	3	8			3.1	3.8			3.7	4.3			4.8	5.8			5.5	5.6			6.7	5.9
Prince George's	1	0	—	—	—	—	—	—	—	—	3.0	3.3	3.1	3.5	3.7	3.7	3.7	3.9	4.6	4.6	4.6	4.6
	2	8	—	—	—	—	3.3	3.5	3.4	3.7	3.6	4.0	3.7	4.4	5.2	5.2	5.3	5.6	5.4	5.9	5.6	6.4
	3	7	—	3.3	3.0	3.3	3.3	3.6	3.5	3.9	3.8	4.6	4.0	5.0	5.1	5.5	5.3	5.5	5.8	5.8	5.8	6.0
St. Mary's	1	2	—	—	—		—	—	—		3.1	3.5	3.2		3.7	3.7	3.7		4.1	4.7	4.3	
	2	8	—	3.1	3.0		3.5	3.4	3.4		3.8	3.7	3.7		5.3	5.4	5.3		6.4	6.1	6.2	
Somerset	1	7	—			—	—				3.5				4.2				4.0			
	1	2			—	3.0			—	3.5			3.7	4.0			3.9	5.1			4.5	5.5
	3	7			3.0	3.4			3.3	3.9			4.0	4.5			4.9	5.4			5.7	6.0
Talbot	1	2	—	—	—	—	—	3.2	3.0	3.4	3.8	3.5	3.7	4.1	4.0	4.6	4.3	4.9	5.3	5.0	5.3	5.8
	2	8	3.0	3.2	3.1	3.4	3.4	3.8	3.6	4.0	4.8	3.9	4.1	5.2	6.2	6.3	6.3	6.1	7.7	6.8	7.3	7.0
Washington	1	6	—			—	3.1			3.5	3.1			4.0	3.1			4.0	3.5			4.3
Hagerstown	1	6				—				3.5				4.1				4.2				4.6
	2	6				3.1				3.6				4.8				5.7				6.6
Wicomico	2	3				§—				§3.4				§3.9				§4.8				§6.1
	2	8	—	3.2	3.0	3.1	3.4	3.8	3.6	3.7	4.1	3.9	4.0	4.2	5.2	6.1	5.4	5.5	5.4	6.7	5.7	6.2
Worcester	1	1			—	—			—	—			3.2	3.5			3.7	4.0			3.8	4.0
	2	7			—	—			3.2	3.6			3.9	4.2			5.4	5.5			6.8	6.1

*—means that the score made by the median child is below the standard for the beginning of the third grade.
†Exclusive of Frederick City and Brunswick
‡Lower section of grade in schools having semi-annual promotions.

TABLE XX

STANDARD ACHIEVEMENT IN ARITHMETIC OF THE MEDIAN CHILD IN EACH GRADE IN MONROE SURVEY TEST—GRADE EQUIVALENT OR "B" SCORE FOR MEDIAN CHILD

COUNTY	Form	Month	Grade 3				Grade 4				Grade 5				Grade 6				Grade 7			
			One Teacher	Two Teacher	One and Two Teacher	Three + Teacher	One Teacher	Two Teacher	One and Two Teacher	Three + Teacher	One Teacher	Two Teacher	One and Two Teacher	Three + Teacher	One Teacher	Two Teacher	One and Two Teacher	Three + Teacher	One Teacher	Two Teacher	One and Two Teacher	Three + Teacher
Allegany	1	1	*—	2.9	—	—	3.4	3.9	3.6	3.7	4.1	4.6	4.5	4.9	5.0	6.3	5.5	6.4	6.2	7.2	6.6	7.3
	2	8			4.0	4.0			5.8	6.3			7.7	8.3			8.4	9+			7.9	9+
Baltimore	1	8	3.8	4.0	3.9	3.7	5.8	6.3	6.2	5.7	6.9	7.9	7.7	8.0	8.6	8.7	8.7	8.6	9+	9+	9+	9+
	3	8	4.1	4.1	4.1	4.2	5.3	5.5	5.5	5.7	7.0	7.0	7.0	6.8	7.5	7.8	7.7	8.0	8.3	9+	8.9	9+
Calvert	1	3	3.0	3.1	3.0		3.7	3.6	3.7		4.0	5.0	4.2		5.6	5.5	5.6		6.3	6.6	6.4	
	2	8	3.7	6.0	3.9		5.1	6.9	5.4		6.6	6.9	6.7		8.1	9+	8.5		9+	9+	9+	
Caroline	1	8	—	—	—	—	3.4	3.4	3.4	3.6	4.0	4.0	4.0	4.2	5.2	5.4	5.2	5.4	6.1	6.2	6.1	6.9
	2	7	3.2	3.4	3.2	3.5	4.2	4.0	4.1	5.5	5.4	5.1	5.3	5.0	6.7	6.5	6.6	7.1	7.3	8.3	7.6	9+
Carroll	1	6			3.7	3.4			4.8	4.3			6.2	4.9				6.4				7.1
Cecil	1	4	—	—	—	3.4	—	—	—	4.4	—	—	—	5.0	—	—	—	6.7	—	—	—	7.5
Charles	1	1	—	—	—	—	3.6	3.7	3.6	3.3	4.3	4.5	4.4	4.5	5.1	5.0	5.3	5.8	6.7	6.5	6.7	7.8
	2	8	3.7	4.8	4.0	3.6	6.2	6.0	6.4	6.2	7.7	8.5	7.9	7.1	7.8	9+	8.4	8.5	9+	9+	9+	9+
Dorchester	1	8	3.3	3.2	3.3	3.4	3.6	4.0	3.7	4.5	4.9	5.3	5.0	6.6	6.8	6.4	6.5	6.8	6.8	5.8	6.7	7.2
Cambridge	1	8				3.3				4.4				6.6				6.6				6.7
	2	1				—				3.8				4.7				6.2				6.8
Frederick	1	1	3.1	3.3	3.3	†3.4	4.0	3.9	3.9	†4.1	4.9	5.1	5.0	†6.1	5.1	5.2	5.2	†5.9	7.0	6.5	6.6	†6.5
	2	8	3.5	3.5	3.5	†3.6	4.6	4.9	4.8	†4.8	6.2	6.5	6.4	†6.5	6.4	7.4	7.0	†8.0	8.7	9+	9+	†8.6

Frederick City and Brunswick	1	5				3.4				4.3				6.3				6.2				7.5
	2	8				4.4				6.4				8.3				9+				9+
	3	8				4.4				5.7				6.5				7.8				8.3
Garrett	1	7			3.5	3.7			4.3	4.5			6.0	5.4			5.8	7.5			7.8	6.8
Howard	1	2			3.2	3.4			3.8	3.9			4.8	4.7			6.2	6.2			6.8	6.7
Harford	1	0	—	—	—	—	—	4.2	3.5	3.4	3.8	3.6	3.8	4.1	4.7	4.8	4.8	4.9	6.2	6.4	6.3	5.6
Kent	1	1			—	3.1			3.7	4.0			5.3	6.2			4.7	6.5			6.5	8.7
	3	8			3.8	4.6			5.5	6.1			6.9	8.3			6.4	7.8			6.4	9+
Chestertown	1	1				3.4				4.6				6.2				7.2				9+
	2	8				4.7				6.5				9+				9+				9+
	3	8				4.9				6.8				9+				9+				9+
Prince George's	1	0	—	—	—	—	3.2	3.2	3.2	3.1	3.7	3.8	3.8	3.8	4.8	4.8	4.8	4.3	4.8	6.1	5.5	4.9
	2	8	3.4	3.5	3.4	3.5	3.9	4.3	4.0	4.6	5.6	5.3	5.3	6.4	6.3	6.6	6.5	7.5	6.8	8.3	7.1	9+
	3	7	3.5	4.0	3.8	3.8	4.8	5.1	5.0	4.9	5.4	5.7	5.6	5.7	6.2	7.4	6.7	6.8	7.7	8.9	8.3	9+
St. Mary's	1	2	—	—	—		3.5	3.6	3.5		4.4	4.8	4.4		4.9	5.9	5.2		6.5	6.9	6.7	
	2	8	3.6	4.1	3.7		4.9	6.4	5.0		5.7	8.2	6.6		7.8	8.4	7.9		9+	9+	9+	
Somerset	1	7	3.4		3.3	3.5	4.0		4.1	4.3	5.8		6.4	6.8	6.3		6.2	6.7	6.5		6.6	7.9
	1	2				3.1	3.9		3.7	4.0			5.0	6.5			5.4	6.8			6.3	7.5
Talbot	1	2	—	—	—	—	3.6	3.8	3.7	3.8		4.7	4.7	5.0	5.6	5.4	5.6	6.3	6.6	6.8	6.8	7.9
	2	8	3.8	3.8	3.8	3.7	5.0	6.2	5.5	6.5	8.3		7.7	6.7	9+	9+	9+	9+	9+	9+	9+	9+
Washington	1	6	—			§3.5	3.7			§4.7	4.6			§6.1	4.7			§6.4	4.9			§7.3
Hagerstown	1	6				3.6				5.0				6.3				6.7				7.8
Worcester	1	1			—	—			3.5	3.7			3.9	4.5			4.9	5.6			6.3	6.1
	2	7			3.7	3.9			4.4	6.3			5.7	6.8			6.5	7.7			8.3	8.6

*—means that the score made by the median child is below the standard for the beginning of the third grade.
†Exclusive of Frederick City and Brunswick.
§Includes two-room schools.

TABLE XXI

APPROVED HIGH SCHOOLS—COST PER PUPIL, STATE AID, TEACHERS, ENROLLMENT AND ATTENDANCE, YEAR ENDING JULY 31, 1923

Name of High School	Current Expense Cost per Pupil Belonging		State and Federal Aid, 1922-1923	Number of Days in Session	Number of Teachers		Average Number		Per Cent of Attendance	Total Enrollment		Enrollment Exclusive of Withdrawals by Transfer, Removal or Death								By Year, Promotion or Non-Promotion							
												By Year and Sex								I		II		III		IV	
												I		II		III		IV									
	For County	Total			Regular	Special	Attending	Belonging		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Promoted	Not Promoted	Promoted	Not Promoted	Promoted	Not Promoted	Promoted	Not Promoted
ALLEGANY																											
Cumberland	$61.40	$68.43	$4,790.00	190	22	4	647.2	686.3	94.1	278	445	123	164	80	120	38	83	35	78	211	76	178	22	105	16	109	4
Beall (Frostburg)	65.61	78.67	4,742.00	190	13	3	350.3	365.0	95.9	171	261	73	91	54	84	21	41	22	46	68	96	67	71	38	24	64	4
Lonaconing (Central)	74.39	94.64	3,738.00	190	5.5	3.5	176.7	185.1	95.6	72	133	34	40	16	35	9	22	10	24	35	39	29	22	17	14	33	1
Bruce (Westernport)	83.69	108.44	3,161.00	190	6	1	122.8	127.5	96.3	61	81	25	31	25	21	8	18	2	10	23	33	23	23	19	7	12	----
Barton	101.57	135.00	2,443.00	190	2.5	2.5	68.5	73.1	93.7	30	52	12	14	9	6	6	18	3	11	25	1	11	4	20	4	14	----
Midland	55.81	76.49	1,150.00	183	2	----	52.6	55.8	94.2	30	51	13	23	14	12	2	7	----	----	20	16	15	11	8	1	----	----
Flintstone	164.21	224.30	2,662.00	190	2	1.4	40.6	44.3	91.5	16	30	5	10	5	12	3	5	----	----	14	1	17	----	8	----	----	----
Mt. Savage	116.32	148.27	1,150.00	190	2	----	34.5	36.0	95.9	16	27	8	12	7	8	1	6	----	----	11	9	12	3	6	1	----	----
Old Town	94.80	129.51	622.00	190	1	----	15.7	17.9	87.6	5	18	4	9	2	9	----	----	----	----	9	4	5	6	----	----	----	----
Cumberland (Colored)	136.10	193.56	2,011.00	190	3	1	32.8	35.1	93.4	6	30	3	8	3	11	----	3	----	8	7	4	7	7	3	----	8	----
Totals	$73.21	$89.57	$26,469.00	192.7	59	16.4	1,541.7	1,626.1	94.1	685	1128	300	402	215	318	88	203	72	177	423	279	364	169	224	67	240	9
ANNE ARUNDEL																											
Annapolis	$66.58	$78.96	$4,675.00	186.4	12.4	4.0	349	379	92	169	244	58	78	51	70	36	49	20	42	86	50	108	13	68	17	60	2
Tracey's Landing	70.20	103.07	1,150.00	181	2.3	----	32	35	91	17	19	10	6	5	9	3	3	----	----	13	3	9	5	5	1	----	----
Shady Side	201.39	201.39	----------	188	1	----	13	14	93	3	14	4	12	----	----	----	----	----	----	12	4	----	----	----	----	----	----
Annapolis (Colored)	76.68	101.40	1,335.00	184	3	2	48	54	89	16	42	7	14	3	9	4	11	2	6	9	12	7	5	7	8	4	4
Totals	$69.20	$83.80	$7,160.00	186	18.7	6	442	482	91.7	205	319	79	110	59	88	43	63	22	48	120	69	124	23	80	26	64	6
BALTIMORE																											
Towson	$68.40	$80.21	$4,311.00	191.5	9.2	3.8	328	363	90.4	173	210	81	67	42	59	29	43	13	35	112	36	76	25	66	6	48	----
Catonsville	85.10	97.99	4,311.00	192	9.2	3.8	310.2	334.3	92.8	172	196	70	65	34	49	37	43	25	27	85	50	54	29	68	12	51	1
Sparrows Point	91.20	115.51	6,459.00	192	7.8	4.2	240.9	266	90.6	146	162	60	53	35	41	23	34	19	26	73	40	45	31	39	18	42	3
Franklin	72.79	87.70	3,738.00	193	6.7	4.3	231.3	251.2	92.1	133	132	56	37	32	39	26	20	18	32	79	14	61	10	44	2	50	----
Randallstown	112.10	144.20	2,443.00	192	3.0	1.0	69.8	76.2	91.6	35	50	21	13	5	9	4	18	5	8	18	16	9	5	15	7	12	1
Sparks	121.49	158.89	2,443.00	192	2.9	1.1	57.7	65	88.8	38	46	25	22	7	7	1	6	4	8	20	27	6	8	7	----	9	3
Shane	112.72	145.23	622.00	191	1.0	----	16.8	19.1	88.2	11	10	8	9	----	----	----	----	----	----	16	1	----	----	----	----	----	----
Totals	$83.28	$100.51	$24,327.00	192	39.8	18.2	1,254.7	1,374.8	91.8	708	806	321	266	155	204	129	164	84	136	403	184	251	108	239	45	212	8
CALVERT																											
Prince Frederick	$50.12	$63.42	$1,055.00	190	3	----	74.6	79.3	94	32	54	11	20	16	11	5	23	----	----	21	10	18	9	21	7	----	----
Huntingtown	29.10	47.93	599.00	189	1	----	29.7	31.8	93.3	17	17	8	6	8	11	----	----	----	----	9	5	17	2	----	----	----	----
Solomons	44.41	76.56	599.00	187.5	1	----	17.1	18.7	91.6	12	11	8	5	4	6	----	----	----	----	8	5	6	4	----	----	----	----

CAROLINE																												
1 Denton	$43.55	$68.92	$3,868.12	183	4	1.5	143	152.6	93	65	94	26	35	24	21	8	22	6	15	37	24	26	19	27	3	21	----
1 Federalsburg	55.10	78.40	3,161.00	188	4	2.0	121	134.9	89	60	86	25	24	13	26	17	22	3	12	33	16	33	6	28	11	15	----
1 Greensboro	81.57	112.15	2,875.00	187	4	2.0	87	94.4	92	43	64	13	19	11	16	6	13	2	12	22	10	23	4	12	7	14	----
1 Preston	83.10	112.30	2,180.00	188	3	1.0	65	74.9	87	33	47	18	33	8	6	4	3	3	5	19	32	12	2	7	----	8	----
1 Ridgely	84.20	124.30	2,815.13	186	3	.5	64	70.4	91	23	57	9	21	6	12	5	12	3	6	11	19	9	9	14	3	9	----
2 Henderson	54.00	79.65	1,102.00	186.5	2	----	38	43.1	90	19	30	7	12	8	13	4	5	----	----	13	6	17	4	8	1	----	----
3 Denton Colored	28.48	51.00	364.00	161	1	----	14	16	87	8	11	4	8	4	3	----	----	----	----	12	----	4	3	----	----	----	----
Totals	$62.58	$90.50	$16,365.25	187.4	21	7.0	532	586.3	91.1	251	389	102	152	74	97	44	77	17	50	147	107	124	47	96	25	67	----
CARROLL																												
1 Westminster	$81.01	$99.19	$4,777.50	188	8.5	6.2	239.6	264.9	90	95	183	41	50	26	54	15	39	13	40	66	25	65	15	46	8	50	3
1 Mt. Airy	57.09	91.10	3,606.25	182	3.6	2.6	95.1	106	89	50	63	21	17	10	20	9	10	9	15	26	12	25	5	14	5	24	----
1 Hampstead	77.15	116.20	3,359.05	187	3.1	2.3	74.8	86.1	86	46	48	16	16	12	16	5	9	12	6	21	11	18	10	9	5	12	6
1 Union Bridge	93.40	132.26	2,443.00	188	3.3	.9	52.4	61.5	85	39	32	7	11	8	12	9	6	5	3	12	16	14	6	12	3	8	----
1 Taneytown	72.80	107.00	2,121.00	186	2.9	.6	55.3	62	90	26	40	11	14	7	12	7	7	----	7	23	2	17	2	13	1	7	----
2 New Windsor (Blue Ridge)	53.87	78.34	1,150.00	180	3	----	42	47	95	20	30	11	13	4	13	3	3	----	----	16	8	14	3	6	----	----	----
1 Sykesville	66.14	104.47	1,916.00	188	3	----	42.9	50.0	85	38	19	7	8	8	5	9	5	----	----	16	9	10	3	12	2	----	----
2 Charles Carroll	133.88	173.50	1,150.00	187	2.1	.8	25.3	29	87	14	18	5	4	8	10	1	4	----	----	7	2	17	1	5	----	----	----
3 Manchester	187.95	229.41	622.00	187	1.4	.2	13.5	15	90	6	11	15	6	1	5	----	----	----	----	5	6	6	----	----	----	----	----
Mechanicsville	*355.54	355.54	----------	180	.8	.2	6.6	9	74	3	9	----	6	3	3	----	----	----	----	4	2	4	2	----	----	----	----
Totals	$82.41	$111.30	$21,144.80	185	31.7	13.8	647.5	730.5	87.1	337	435	134	145	87	150	58	83	39	71	196	93	190	47	117	24	101	9
CECIL																												
1 Elkton	$62.85	$87.72	$3,279.00	193	5	2.2	124.8	132.1	93.3	76	74	29	24	22	23	15	7	6	17	29	24	36	9	19	3	20	3
1 North East	47.15	75.75	2,530.00	193	3	1.2	84	88.6	94.8	33	62	15	22	8	12	6	12	2	13	24	13	19	1	18	----	15	----
1 Calvert Agricultural	69.86	105.75	2,113.00	193	3	.8	53.3	58.9	90.1	24	40	10	15	5	9	3	8	4	5	19	6	12	2	11	----	9	----
1 Chesapeake City	100.93	137.58	2,011.00	193	3	1.8	50.5	54.9	91.9	32	28	15	14	8	'	3	8	5	1	19	10	11	1	9	2	6	----
1 George Biddle	70.06	114.83	1,988.00	193	3	----	39.7	44.4	89.4	19	28	9	11	4	.	1	8	4	2	17	3	9	2	8	1	6	----
1 Perryville	106.08	141.67	1,150.00	193	3	----	28	32.2	86.9	18	20	12	7	4	5	----	2	1	5	11	8	7	2	2	----	6	----
2 Rising Sun	77.75	152.96	2,181.26	193	2	1	25.5	29	87.9	12	24	2	14	7	6	2	3	----	----	11	5	7	6	4	1	----	----
3 Fair Hill	34.57	58.21	622.00	190	1	----	23	26.3	87	19	13	9	2	10	10	----	----	----	----	3	8	14	6	----	----	----	----
Totals	$68.26	$102.32	$15,874.26	192.7	23	7	428.8	466.4	92.0	233	289	101	109	68	76	30	48	22	43	133	77	115	29	71	7	62	3
CHARLES																												
1 Indian Head	------	$89.15	†$6,559.03	187	3	----	66.1	73.5	93.1	35	47	8	14	7	17	4	4	4	5	20	3	20	4	8	----	9	----
3 Tompkinsville	$32.10	74.10	622.00	177	1	----	12.4	14.9	83.2	10	8	8	3	1	5	----	----	----	----	8	4	4	2	----	----	----	----
3 Pomonkey Colored	4.08	55.49	719.75	161	1	----	12.3	14	85.8	7	11	4	3	----	5	----	3	----	----	4	3	5	----	3	----	----	----
Totals	$5.21	$82.39	$7,900.78	182.4	5	----	96.2	102.4	94.0	52	66	22	20	8	27	4	7	4	5	32	10	29	6	11	----	9	----

* Not on approved list.
† Of this amount $4,535.78 came from the Federal Government.

TABLE XXI—Continued

APPROVED HIGH SCHOOLS—COST PER PUPIL, STATE AID, TEACHERS, ENROLLMENT AND ATTENDANCE, YEAR ENDING JULY 31, 1923

Group	Name of High School	Current Expense Cost per Pupil Belonging		State and Federal Aid, 1922-1923	Number of Days in Session	Number of Teachers		Average Number		Per Cent of Attendance	Total Enrollment		Enrollment Exclusive of Withdrawals by Transfer, Removal or Death													
													By Year and Sex								By Year, Promotion or Non-Promotion							
													I		II		III		IV		I		II		III		IV	
		For County	Total			Regular	Special	Attending	Belonging		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Promoted	Not Promoted	Promoted	Not Promoted	Promoted	Not Promoted	Promoted	Not Promoted
	DORCHESTER																											
1	Cambridge	$61.98	$75.18	$4,456.00	183.6	9	5	313.0	338	92.5	162	199	80	77	24	41	30	38	25	39	72	85	42	23	49	19	57	7
1	Hurlock	57.59	87.70	2,443.00	183.1	3	1	75.9	81	93.6	35	52	12	17	6	9	9	17	9	7	20	9	12	3	22	4	16	----
1	East New Market	73.74	121.10	1,845.00	182	3	----	35.6	39	91.4	17	28	9	11	3	4	2	4	3	9	12	8	6	1	6	----	12	----
2	Vienna	63.41	104.23	1,150.00	184	2	----	27.4	28.2	96.8	10	21	3	12	2	6	5	2	----	----	13	2	8	----	7	----	----	----
3	Crapo	54.60	92.71	622.00	184	1	----	13.8	16.3	85.1	7	16	6	12	1	4	----	----	----	----	6	12	4	1	----	----	----	----
3	El Dorado	57.35	94.26	622.00	174	1	----	14.5	16.9	88.9	3	14	3	7	----	7	----	----	----	----	9	1	4	3	----	----	----	----
1	Cambridge Colored	16.28	36.18	1,452.00	172	*2.6	*1.4	63.8	73	87.2	29	49	13	25	5	10	5	6	5	7	26	12	10	5	7	4	12	----
	Totals	$56.27	$77.54	$12,590.00	181	*21.6	*7.4	554.0	592.4	92.4	263	379	126	161	41	81	51	67	42	62	158	129	86	36	91	27	97	7
	FREDERICK																											
1	Brunswick	$70.76	$78.88	$4,790.00	172.5	17	7	558.5	589.3	94.9	324	305	105	73	83	88	70	77	60	66	125	53	123	48	112	35	119	7
1	Middletown	44.97	67.13	4,638.00	189	5	4	191.5	208.8	91.7	101	129	38	37	29	41	21	25	11	20	42	33	50	20	32	14	30	1
1	Thurmont	51.79	96.40	5,999.96	190	4	3.4	120.8	134.6	89.7	65	80	24	21	18	14	11	16	11	20	39	6	23	9	18	9	40	----
1	Emmitsburg	47.54	73.21	3,305.00	189.5	4	2.2	113.0	128.4	88.0	64	75	27	30	12	18	14	10	7	15	31	26	23	7	21	3	20	2
1	Libertytown	61.90	108.24	1,916.00	190	3	----	36.9	41.4	89.2	25	22	16	8	2	6	5	7	2	1	15	9	7	1	12	----	3	----
2	Myersville	56.60	84.11	1,150.00	190	2	----	33.4	41.7	78.9	26	21	11	6	8	8	7	8	----	----	11	5	13	3	11	4	----	----
3	Walkersville	34.80	53.39	622.00	184	1	----	31.2	33.5	93.1	16	23	13	14	2	9	----	----	----	----	19	8	11	----	----	----	----	----
2	New Market	48.20	81.57	1,078.00	189.7	2	----	27.5	32.3	85.4	18	16	11	5	3	7	3	4	----	----	11	5	8	2	6	1	----	----
3	Adamstown	42.86	70.80	622.00	191	1	----	19.2	22.2	86.6	8	16	5	9	3	7	----	----	----	----	9	5	6	4	----	----	----	----
3	Wolfsville	22.72	61.92	622.00	191	1	----	12.9	15.8	81.5	15	8	10	4	5	4	----	----	----	----	6	8	4	5	----	----	----	----
2	Frederick Colored	25.13	41.95	814.00	191	2	----	43.7	48.3	90.5	20	34	8	17	8	7	4	10	----	----	18	7	12	3	12	2	----	----
	Totals	$57.94	$78.29	$27,665.96	183	45	17.4	1,242.6	1,358.1	91.4	709	772	282	235	177	226	139	162	96	138	347	170	297	106	231	70	222	12
	GARRETT																											
1	Oakland	$49.35	$74.82	$4,923.64	183	5.5	3.5	175	193.0	90.4	103	113	49	43	28	37	13	22	13	11	56	36	35	30	28	7	22	2
1	Kitzmiller	42.75	74.35	1,964.00	185	3	----	56.5	62.2	90.7	27	54	10	22	7	13	6	8	4	11	9	23	8	12	10	4	14	1
1	Friendsville	75.64	117.16	1,749.00	183	2	1.0	37.7	42.2	89.2	26	29	11	18	9	3	4	5	2	3	21	8	10	2	6	3	5	----
1	Accident	63.40	104.07	1,868.00	182	3	----	41.6	46.0	90.4	28	27	14	13	4	7	6	3	2	5	23	4	7	4	7	2	7	----
1	Grantsville	56.00	129.27	2,965.95	182	2.2	.8	35.4	40.5	87.4	23	21	9	8	3	3	4	4	7	6	13	4	5	1	8	----	13	----
	Totals	$53.54	$88.60	$13,470.59	183	15.7	5.3	346.1	383.9	90.2	207	244	93	104	51	63	33	42	28	36	122	75	65	49	59	16	61	8

* Includes one-half the time of the Supervisor.

HARFORD																										
1 Bel Air	$55.48	$74.66	$3,592.00	195	5	3	172.3	187.3	92.0	85	120	42	37	23	26	12	31	6	23	42	37	33	16	33	10	25	4
1 Havre de Grace	67.32	88.31	3,249.00	186	5	1.8	140.8	154.9	91.4	73	98	34	28	17	24	7	21	12	15	41	21	23	18	19	9	26	1
1 Highland	35.43	92.31	5,036.00	195	3	2	81.5	88.7	91.8	46	49	16	17	12	15	8	10	9	6	22	11	17	10	12	6	14	1
1 Aberdeen	55.97	94.97	2,185.00	195	3	.4	52.7	56.1	93.9	24	38	11	17	5	8	5	7	2	4	23	5	10	3	8	4	6	----
1 Jarrettsville	65.93	121.91	3,000.70	195	3.2	.8	47.7	53.6	89.0	17	41	5	21	7	3	3	9	2	5	9	17	5	5	10	2	7	----
1 Slate Ridge	75.10	128.60	1,868.00	195	3	----	32.6	34.9	92.2	11	30	5	11	3	5	2	9	----	3	5	11	6	2	10	1	3	----
2 Darlington	75.40	120.59	1,150.00	195	2	----	20.5	25.5	80.0	17	18	6	10	3	3	7	4	----	----	4	12	5	1	3	8	----	----
Totals	$58.52	$92.27	$20,100.70	194.8	24.2	8	548.1	601.0	91.2	273	394	119	141	70	84	44	91	31	56	146	114	99	55	95	40	81	6
HOWARD																										
1 Ellicott City	$45.03	$77.28	$4,350.00	187	4	2.4	123	135	91	58	97	19	31	18	21	8	19	6	24	33	17	18	21	20	7	28	2
1 Clarksville	60.93	116.29	2,756.87	185.5	3.5	.5	43	49.8	87	26	28	14	10	5	6	3	10	4	2	16	8	6	5	9	4	6	----
2 Lisbon	55.57	87.99	1,102.00	189	2	----	30	34	88	13	26	9	12	3	7	----	7	----	----	15	6	9	1	5	2	----	----
3 Elkridge	53.09	87.64	622.00	188	1	----	16	18	88	9	16	7	4	2	6	----	----	----	----	9	2	5	3	----	----	----	----
3 Savage	66.01	102.71	622.00	187	1	----	16	17	91	7	14	4	4	2	8	----	----	----	----	5	3	9	1	----	----	----	----
Totals	$51.58	$88.89	$9,452.87	189.2	11.5	2.9	228	253.8	89.9	113	181	53	61	30	48	11	36	10	26	78	36	47	31	34	13	34	2
KENT																										
1 Chestertown	$67.38	$93.99	$3,281.00	189	4.2	2.8	114	123	93.1	62	73	14	9	17	18	12	20	17	19	12	11	15	20	21	11	35	1
1 Rock Hall	135.75	173.03	2,011.00	189	3	3	48	54	90	19	37	6	15	8	5	3	8	1	7	16	5	12	1	11	----	8	----
1 Galena	95.20	133.45	1,796.00	189	3	.8	41	47	89	18	31	7	5	6	14	4	8	1	3	5	7	8	12	10	2	2	2
2 Millington	78.00	128.03	1,150.00	189	2	----	20	23	88	7	20	3	6	2	5	----	1	----	6	3	6	5	2	----	1	6	----
2 Betterton	200.70	258.20	1,150.00	189	2	1.2	18	20	89.8	16	9	6	1	6	4	2	4	----	----	2	5	4	6	4	2	----	----
2 Chestertown Colored	43.38	77.39	680.00	161	2	----	18	20	86.4	6	24	5	12	1	10	----	1	----	----	9	8	10	1	1	----	----	----
Totals	$93.21	$128.38	$10,068.00	185	16.2	7.8	259	287	90.2	128	194	41	48	40	56	21	42	19	35	47	42	54	42	47	16	51	3
MONTGOMERY																										
1 Rockville	$47.15	$62.10	$3,450.00	190	5.8	1.2	209.6	231.2	90.6	97	151	45	53	18	40	20	32	10	24	66	32	35	23	40	12	32	2
1 Gaithersburg	48.51	89.36	4,338.20	190	3.8	1.2	96.4	106.2	90.4	52	68	19	15	15	17	9	16	7	12	23	11	21	11	19	6	16	3
1 Sandy Spring	55.70	90.61	2,520.00	190	3.7	.7	63.3	72.2	87.6	37	43	14	14	9	9	12	11	1	8	16	12	12	6	15	8	9	----
1 Poolesville	102.40	143.26	2,011.00	190	3	----	44.3	49.0	90.3	23	31	9	10	6	11	5	6	3	3	11	8	13	4	9	2	6	----
1 Fairland	92.60	145.59	2,011.00	190	2.8	.2	33.5	37.9	88.2	15	30	8	10	3	8	4	2	0	9	13	5	6	5	5	1	7	2
2 Damascus	82.84	120.91	1,150.00	189	2	----	23.6	30.2	78.3	11	26	6	7	4	13	1	6	----	----	3	10	14	3	7	----	----	----
3 Dickerson	108.35	151.74	622.00	190	1	----	12.7	14.3	89.2	10	11	8	6	1	5	----	----	----	----	4	10	5	1	----	----	----	----
3 Germantown	123.70	169.31	622.00	189	1	----	10.5	13.6	77.0	7	8	2	6	5	2	----	----	----	----	2	6	4	3	----	----	----	----
Totals	$61.89	$92.20	$16,724.20	189.9	23.1	3.3	493.9	554.6	88.9	252	368	111	121	61	105	51	73	21	56	138	91	110	56	95	29	70	7

TABLE XXI—Continued.

APPROVED HIGH SCHOOLS—COST PER PUPIL, STATE AID, TEACHERS, ENROLLMENT AND ATTENDANCE, YEAR ENDING JULY 31, 1923

Group	Name of High School	Current Expense Cost per Pupil Belonging		State and Federal Aid, 1922-1923	Number of Days in Session	Number of Teachers		Average Number		Per Cent of Attendance	Total Enrollment		Enrollment Exclusive of Withdrawals by Transfer, Removal or Death								Promotion or Non-Promotion By Year,							
													By Year and Sex								I		II		III		IV	
													I		II		III		IV									
		For County	Total			Regular	Special	Attending	Belonging		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Promoted	Not Promoted	Promoted	Not Promoted	Promoted	Not Promoted	Promoted	Not Promoted
	PRINCE GEORGE'S																											
1	Hyattsville	$59.71	$77.40	$5,248.00	186	8.2	4.2	273.0	295.0	92.6	151	192	66	78	39	50	23	37	15	19	86	58	47	42	43	17	34	----
1	Laurel	73.00	98.65	3,450.00	180	5.6	1.7	124.8	134.6	92.7	70	79	32	31	19	21	11	15	7	9	21	42	20	20	23	3	12	4
1	Upper Marlboro	69.55	97.51	2,507.00	189	4	.2	82.2	89.9	91.4	47	56	14	16	16	20	7	17	8	2	19	11	23	13	20	4	8	2
1	Surrattsville	74.55	112.82	2,420.00	191	3	.8	56.7	63.2	89.6	30	41	13	12	8	11	2	8	6	5	10	15	14	5	10	----	11	----
1	Baden	92.77	169.38	4,633.00	188	3	2.2	56.3	60.5	93.0	23	40	11	9	3	11	4	8	5	9	19	1	11	3	10	2	13	1
1	Brandywine	106.00	141.20	1,796.00	190	3	.6	46.7	51.1	91.4	23	38	5	7	10	7	5	19	2	3	12	----	14	3	22	2	4	1
3	Bowie	48.45	68.57	575.00	192	1	----	27.0	28.6	94.3	11	18	7	15	2	3	----	----	----	----	14	8	5	----	----	----	----	----
3	Fort Foote	72.00	113.97	575.00	179	1	----	10.6	13.7	77.8	6	13	2	8	4	5	----	----	----	----	4	6	5	4	----	----	----	----
	Totals	$70.39	$99.14	$21,204.00	186.3	28.8	9.7	677.3	736.6	91.8	361	477	150	176	101	128	52	104	43	47	185	141	139	90	128	28	82	8
	QUEEN ANNE'S																											
1	Centreville	$87.60	$119.45	$4,200.00	192	5	2.7	121.5	132	92	58	85	22	24	20	29	12	16	2	13	29	17	26	23	24	3	15	----
1	Tri-County	78.39	107.60	2,323.00	193	3.2	1.8	74.5	80	93	33	53	9	20	9	9	10	7	4	13	15	14	15	3	13	4	13	4
1	Sudlersville	58.77	96.46	1,989.00	190	3	.4	66	72	92	31	46	14	16	11	12	1	9	3	5	14	16	18	5	10	----	8	----
1	Stevensville	65.59	110.52	2,739.00	193	3	1.3	55.5	61	91	25	37	6	11	6	10	10	8	2	8	13	4	15	1	18	----	10	----
1	Church Hill	71.00	114.20	1,749.00	191	3	.4	36.5	40.5	91	14	28	4	14	9	7	1	2	----	4	12	6	11	5	3	1	4	----
	Totals	$76.95	$110.69	$13,000.00	191.8	17.2	6.6	354.0	385.5	91.9	161	249	55	85	55	67	34	42	11	43	83	57	85	37	68	8	50	4
	ST. MARY'S																											
3	Hollywood	$49.45	$82.04	$622.00	187	1	----	16.5	19.0	86.8	8	16	6	9	1	5	----	----	----	----	7	8	5	1	----	----	----	----
	SOMERSET																											
1	Crisfield	$50.21	$67.20	$3,748.00	180	6.5	2.5	200.2	220.7	90.7	110	122	32	31	39	33	18	38	14	18	44	24	49	23	48	8	31	1
1	Princess Anne	57.27	82.55	3,307.00	180	4.2	1.8	121.2	131	91.0	65	81	22	22	15	24	11	23	11	8	37	7	30	9	21	13	16	3
2	Marion	71.69	109.20	1,150.00	181	2	----	27.1	30.6	88.4	19	21	5	7	5	5	6	7	----	----	8	4	6	4	11	2	----	----
2	Deal's Island	74.25	117.99	1,150.00	172	2	----	25.4	26.4	96.1	12	17	4	5	6	5	1	7	----	----	6	3	8	3	8	----	----	----
2	Mt. Vernon	41.52	70.86	622.00	176	1	----	19.0	21.2	90	16	11	9	10	6	1	----	----	----	----	13	6	7	----	----	----	----	----
	Totals	$55.00	$78.15	$9,977.00	180	15.7	4.3	393	429.9	91.4	222	252	72	75	71	68	36	75	25	26	108	44	100	39	88	23	47	4
	TALBOT																											
1	Easton	$63.20	$89.15	$4,585.75	186	4	4.0	166.8	176.5	94.5	76	109	23	34	29	32	13	20	10	18	49	8	51	10	26	7	25	3
1	St. Michaels	72.60	103.87	2,875.00	184.9	4	.6	82.6	92.0	89.7	54	48	20	14	12	17	8	10	8	6	18	21	27	2	17	1	14	----
1	Tilghman	68.78	118.30	1,989.00	186	3	----	43.2	45.5	94.9	19	29	7	9	3	8	4	6	3	4	16	----	11	----	10	----	7	----
1	Oxford	86.00	134.74	2,011.00	186	3	.6	38.9	41.3	94.2	16	27	8	8	5	6	3	5	4	8	9	2	11	----	8	----	12	----
2	Trappe	71.55	103.49	1,150.00	186	2	----	33.6	36.0	93.3	20	21	14	13	5	3	2	3	----	----	18	9	7	1	5	----	----	----
	Cordova *	----	----	----	183	1	----	14.6	16.4	90.5	14	9	10	4	2	3	----	----	----	----	8	6	4	1	----	----	----	----
2	Easton Colored	32.60	54.60	748.00	164	1.3	1	29.7	34	87.7	14	26	5	16	2	7	4	3	----	----	11	10	9	----	5	2	----	----
	Totals																											

WASHINGTON																													
1 Hagerstown (Girls)	$52.67	$59.50	$2,396.00	184	9	2.4	353	377	94	----	404	----	139	----	99	----	88	----	67	122	17	90	9	84	4	67	----
1 Hagerstown (Boys)	44.10	47.80	2,396.00	184	8	2	328	351	93	386	----	110	----	107	----	82	----	53	----	66	44	44	63	48	34	48	5
1 Williamsport	57.55	86.08	3,307.00	184	4	.6	109	116	94	58	69	32	35	10	15	11	10	5	9	45	22	17	8	20	1	13	1
1 Smithsburg	34.10	52.85	2,011.00	177	3	.4	98	107	92	58	60	22	21	19	12	11	17	4	8	28	15	21	10	24	4	12	----
1 Hancock	65.50	90.00	2,011.00	179	3	.4	76	82	92	42	48	12	16	14	15	12	11	5	4	21	7	23	6	17	6	8	1
1 Clear Spring	40.80	83.75	4,168.00	184	3	1.2	90	97	93	51	52	15	25	12	9	18	6	5	12	36	4	17	4	18	6	17	----
1 Boonsboro	115.85	157.76	2,011.00	184	3	.4	43	48	90	32	31	9	12	12	9	5	4	4	5	5	16	8	13	5	4	7	2
Totals	$50.39	$65.98	$18,300.00	182.8	33	7.4	1,097	1,178	93.1	627	664	200	248	174	159	139	136	76	105	323	125	220	113	216	59	172	9
WICOMICO																													
1 Salisbury	$68.20	$77.28	$4,791.00	188	18	6.0	488.5	525.9	92.9	244	350	110	129	60	77	31	67	37	72	145	94	95	42	72	26	91	18
1 Delmar	56.60	83.73	2,323.00	188	2.7	.8	78.8	85.5	92.1	26	64	11	25	8	16	6	8	1	15	19	17	16	8	12	2	15	1
1 Sharptown	69.58	100.16	1,989.00	188	----	.5	61.1	64.9	94.1	36	33	14	12	10	4	5	6	7	11	22	4	13	1	10	1	18	----
2 Pittsville	36.79	62.05	1,126.00	188	2	----	39.3	44.4	88.4	23	34	8	8	7	10	6	13	----	----	13	3	10	7	15	4	----	----
2 Nanticoke	83.97	117.72	1,150.00	187.9	2	----	30.6	33.9	90.1	18	21	9	12	3	7	6	2	----	----	13	8	6	4	7	1	----	----
2 Hebron	55.37	90.28	1,126.00	188	2	----	29.7	32.1	92.6	16	21	14	9	5	4	6	7	----	----	9	4	7	2	10	3	----	----
2 Mardela Springs	61.60	97.22	1,150.00	188	2	----	29.5	32.1	91.8	14	20	3	6	8	8	2	6	----	----	6	3	13	3	8	----	----	----
3 Powellville	38.46	66.26	551.00	188	1	----	16.5	19.6	82.0	12	12	1	5	1	7	----	----	----	----	7	9	6	2	----	----	----	----
2 Salisbury Colored	40.25	48.45	862.00	156.9	3	1	95.0	105.0	90.1	46	71	23	33	14	20	9	18	----	----	37	19	16	18	22	5	----	----
Totals	$62.00	$77.85	$15,068.00	184.9	32.7	8.3	869.0	943.4	92.1	435	626	193	239	116	153	71	127	45	98	271	161	182	87	156	42	124	19
WORCESTER																													
1 Pocomoke	$70.90	$102.07	$5,354.48	183	7	4	160.1	171.7	93.2	87	108	34	36	20	22	13	26	14	20	45	25	29	13	35	4	29	5
1 Berlin	73.33	95.06	3,305.00	183	6	3	137.4	151.7	90.5	73	105	33	33	18	34	14	18	12	11	53	13	33	19	28	4	21	2
1 Snow Hill	76.68	100.80	3,592.00	183	6	3	138.1	151.1	91.4	48	118	23	46	9	28	10	19	4	25	32	37	25	12	23	6	25	4
1 Stockton	98.10	139.64	1,940.00	182	3	1	42.9	46.5	92.2	18	36	7	11	4	5	3	5	2	11	13	5	8	1	8	----	10	3
1 Ocean City	63.68	106.73	1,720.00	183	3	----	35.9	39.9	90.0	12	29	3	9	4	5	1	8	3	4	6	6	6	3	6	3	7	----
2 Girdletree	164.43	219.72	1,150.00	180.5	3	----	18.9	20.6	91.7	12	14	2	3	5	7	1	1	2	4	2	3	3	9	----	2	3	3
Totals	$78.19	$107.50	$17,061.48	182.5	28	11	533.3	581.5	91.7	250	410	102	138	60	101	42	77	37	75	151	89	104	57	100	19	95	17

* Not approved.

TABLE XXII

Approved High Schools—Per Cent of Non-Promotion, Graduates, Normal School Entrants, Withdrawals, Enrollment by Course and Special Subjects, Year Ending July 31, 1923

Group	Name of High School	Per Cent of Non-Promotion				Number of Graduates of 4-Year Course		Number of Juniors in Normal Schoos Fall 1923		Withdrawals		ENROLLMENT BY COURSE						ENROLLMENT BY SPECIAL SUBJECTS						
												Academic General				Commercial		Vocational						
		First Year	Second Year	Third Year	Fourth Year	Boys	Girls	Boys	Girls	Number	Per Cent	Boys	Girls	Boys	Girls	Boys	Girls	Agriculture	Home Economics	Home Economics	Manual Training	Music	Art	Physical Education
	ALLEGANY																							
1	Cumberland	26.5	11.0	13.2	3.5	29	58	----	16	*	*	266	415	----	----	12	30	----	----	438	261	-----	-----	-----
1	Beall (Frostburg)	58.5	51.5	38.7	5.9	19	45	5	27	*	*	158	238	----	----	13	23	----	----	261	171	-----	-----	432
1	Lonaconing (Central)	52.7	43.2	45.2	2.9	10	23	----	5	*	*	18	74	----	----	54	59	----	----	126	72	203	-----	200
1	Bruce (Westernport)	58.9	50.0	26.9	0	2	10	----	2	*	*	60	73	----	----	1	8	----	----	-----	-----	-----	-----	-----
1	Barton	3.8	26.7	16.7	0	3	11	----	5	*	*	----	----	26	41	4	11	----	----	52	30	82	-----	82
2	Midland	44.4	42.3	11.1	----	----	-----	----	-----	*	*	28	51	----	----	----	----	----	----	-----	-----	-----	-----	-----
2	Flintstone	6.7	0	0	----	----	-----	----	-----	*	*	----	----	13	27	----	----	**28	----	27	-----	-----	-----	40
2	Mt. Savage	45.0	20.0	14.3	----	----	-----	----	-----	*	*	16	27	----	----	----	----	----	----	74	-----	-----	-----	-----
3	Old Town	30.8	54.5	-----	-----	----	-----	----	-----	*	*	----	----	5	18	----	----	----	----	-----	-----	-----	-----	-----
1	Cumberland (Colored)	36.4	50.0	0	0	----	8	----	2	*	*	6	30	----	----	----	----	----	----	30	6	-----	-----	36
	Totals	39.7	31.7	23.0	3.6	63	155	5	57	*	*	552	908	44	86	84	131	**28	----	1,008	540	285	-----	790
	ANNE ARUNDEL																							
1	Annapolis	36.7	10.7	20.0	3.2	19	41	----	7	36	8.9	111	104	36	55	22	85	----	----	150	112	-----	-----	262
2	Tracey's Landing	18.7	35.7	16.7	----	----	-----	----	-----	3	8.3	17	19	----	----	----	----	----	----	-----	-----	-----	-----	-----
3	Shady Side	25.0	-----	-----	-----	----	-----	----	-----	4	25.0	----	----	3	14	----	----	----	----	-----	-----	-----	-----	-----
1	Annapolis (Colored)	57.2	41.6	53.4	50.0	----	4	----	-----	6	10.7	16	42	----	----	----	----	----	----	42	16	58	-----	-----
	Totals	36.5	15.6	24.5	8.6	19	45	----	7	49	9.6	144	165	39	69	22	85	----	----	192	128	58	-----	262
	BALTIMORE																							
1	Towson	24.3	24.7	8.3	0	13	35	2	15	25	6.8	168	187	----	----	5	23	----	----	210	173	383	8	-----
1	Catonsville	37.0	34.9	15.0	1.9	24	27	----	-----	35	10.0	92	104	15	4	65	88	----	----	196	172	368	13	352
1	Sparrows Point	35.4	40.8	31.6	6.7	17	25	1	3	34	11.7	126	137	20	----	----	25	†20	----	162	126	308	-----	307
1	Franklin	15.1	14.1	4.3	0	18	32	----	5	21	8.1	89	80	8	1	36	51	----	----	132	133	260	-----	265
1	Randallstown	47.1	35.7	31.8	7.7	5	7	----	4	8	9.6	30	39	----	----	5	11	----	----	50	35	-----	-----	85
1	Sparks	57.5	57.1	0	25.0	2	7	1	5	22	27.5	16	28	22	18	----	----	‡10	----	44	38	-----	-----	-----
2	Shane	5.8	-----	-----	-----	----	-----	----	-----	1	5.9	----	----	11	10	----	----	----	----	-----	-----	-----	-----	-----
	Totals	31.4	30.1	15.8	3.6	79	133	4	32	146	10.1	521	575	76	33	111	198	----	----	794	677	1,319	21	1,009
	CALVERT																							
2	Prince Frederick	32.3	33.3	25.0	----	----	-----	----	-----	10	11.6	----	----	32	54	----	----	----	----	-----	-----	-----	-----	-----
3	Huntingtown	35.7	10.5	-----	----	----	-----	----	-----	3	9.1	----	----	17	17	----	----	----	----	-----	-----	-----	-----	-----
3	Solomons	38.5	40.0	-----	----	----	-----	----	-----	7	30.4	----	----	12	11	----	----	----	----	-----	-----	-----	-----	-----
	Totals	34.5	26.8	25.0	----	----	-----	----	-----	20	14.1	----	----	61	82	----	----	----	----	-----	-----	-----	-----	-----

CAROLINE																							
1 Denton	39.3	42.2	10.0	0	6	15	----	3	*	*	44	78	20	----	1	16	20	----	----	----	----	----	----
1 Federalsburg	32.7	15.4	28.2	0	3	12	----	2	*	*	30	74	----	----	30	12	----	----	69	55	----	----	----
1 Greensboro	31.3	14.8	36.8	0	2	12	----	3	*	*	43	64	----	----	----	----	----	----	64	43	----	----	----
1 Preston	62.8	14.3	0	0	3	5	----	3	*	*	33	47	----	----	----	----	----	----	34	17	----	----	----
1 Ridgely	63.3	50.0	17.6	0	3	6	1	2	*	*	23	57	----	----	----	----	14	----	57	----	----	----	----
2 Henderson	31.6	19.0	11.1	----	----	----	----	----	*	*	19	30	----	----	----	----	----	----	----	----	----	----	----
3 Denton Colored	0	42.8	----	----	----	----	----	----	*	*	8	11	----	----	----	----	----	----	11	8	----	----	----
Totals	42.1	27.5	20.7	0	17	50	1	13	*	*	200	361	20	----	31	28	34	----	235	123	----	----	----
CARROLL																							
1 Westminster	27.5	18.7	14.8	5.6	13	37	1	3	4	1.4	40	107	39	45	16	31	20	----	182	94	257	----	----
1 Mt. Airy	31.6	16.7	26.3	0	9	15	1	3	9	8.1	16	45	19	8	15	10	26	----	53	30	87	----	----
1 Hampstead	34.4	35.7	35.7	33.3	7	5	----	----	2	2.2	17	20	20	15	9	13	12	----	35	45	79	----	----
1 Union Bridge	57.2	30.0	20.0	0	5	3	----	1	10	14.1	34	32	5	----	----	----	----	----	32	39	71	----	----
1 Taneytown	8.0	10.5	7.1	0	----	7	----	----	3	4.6	26	36	----	4	----	----	----	----	26	19	66	----	----
2 New Windsor (Blue Ridge)	33.3	17.6	0	----	----	----	----	----	4	8.5	20	30	----	----	----	----	----	----	----	----	50	----	----
1 Sykesville	36.0	23.1	14.3	----	----	----	----	----	13	25.0	38	19	----	----	----	----	----	----	----	----	57	----	----
2 Charles Carroll	22.2	5.6	0	----	----	----	----	----	2	6.2	----	----	14	18	----	----	‡13	----	18	13	32	----	----
3 Manchester	54.6	0	----	----	----	----	----	----	5	23.5	6	11	----	----	----	----	----	----	11	6	----	----	----
Mechanicsville	33.3	33.3	----	----	----	----	----	----	6	50.0	----	----	3	9	----	----	----	----	----	----	----	----	----
Totals	32.2	19.8	17.0	8.2	34	67	2	7	57	7.3	197	300	100	99	40	54	‡58	----	357	246	699	----	----
CECIL																							
1 Elkton	45.3	20.0	13.6	13.0	6	14	----	----	20	14.0	71	67	----	----	5	7	----	----	74	76	150	----	----
1 North East	35.2	5.0	0	0	2	13	----	3	5	5.6	33	62	----	----	----	----	----	----	62	33	----	----	----
1 Calvert Agricultural	24.0	14.3	0	0	4	5	----	3	3	5.1	24	40	----	----	----	----	----	----	40	24	----	----	----
1 Chesapeake City	34.5	8.3	18.2	0	5	1	1	----	7	12.1	26	22	----	----	6	6	----	----	28	32	----	----	----
1 George Biddle	15.0	18.2	11.1	0	4	2	----	1	4	8.7	19	28	----	----	----	----	----	----	----	----	----	----	----
1 Perryville	42.1	22.2	0	0	1	5	----	3	4	16.1	18	20	----	----	----	----	----	----	----	----	----	----	----
2 Rising Sun	31.2	46.2	20.0	----	----	----	----	----	10	29.4	12	24	----	----	----	----	12	----	----	----	----	----	----
3 Fair Hill	72.7	30.0	----	----	----	----	----	----	8	25.8	19	13	----	----	----	----	----	----	----	----	----	----	----
Totals	36.7	20.1	9.0	4.6	22	40	1	10	61	12.3	222	276	----	----	11	13	12	----	201	165	150	----	----
CHARLES																							
1 Indian Head	13.0	16.7	0	0	4	5	----	4	18	28.1	35	47	----	----	----	----	----	----	----	----	----	----	----
3 Tompkinsville	33.3	33.3	----	----	----	----	----	----	4	22.2	10	8	----	----	----	----	----	----	----	----	----	----	----
3 Pomonkey Colored	42.8	0	0	----	----	----	----	----	2	13.3	----	----	7	11	----	----	7	11	----	----	----	----	----
Totals	23.8	17.1	0	0	4	5	----	4	24	24.7	45	55	7	11	----	----	7	11	----	----	----	----	----

* Not reported.
** 15 of these are girls.
† Includes pupils taking part time in industrial course with the Bethlehem Shipbuilding Corporation.
‡ Agriculture not considered vocational
‡ Agriculture at Charles Carroll School not considered vocational.

TABLE XXII—Continued

Approved High Schools—Per Cent of Non-Promotion, Graduates, Normal School Entrants, Withdrawals, Enrollment by Course and Special Subjects, Year Ending July 31, 1923

Group	Name of High School	Per Cent of Non-Promotion				Number of Graduates of 4-Year Course		Number of Juniors in Normal Schools Fall 1923		Withdrawals		ENROLLMENT BY COURSE						ENROLLMENT BY SPECIAL SUBJECTS						
												Academic		General		Commercial		Vocational						
		First Year	Second Year	Third Year	Fourth Year	Boys	Girls	Boys	Girls	Number	Per Cent	Boys	Girls	Boys	Girls	Boys	Girls	Agriculture	Home Economics	Home Economics	Manual Training	Music	Art	Physical Education
	DORCHESTER																							
1	Cambridge	54.2	35.4	22.9	10.9	20	37	1	5	47	13.3	50	82	----	----	112	117	----	----	125	111	-----	126	-----
1	Hurlock	31.0	20.0	15.4	0	9	7	----	3	5	5.8	25	41	----	----	10	11	----	----	----	----	-----	----	-----
1	East New Market	40.0	14.3	0	0	3	9	----	6	6	13.3	17	28	----	----	----	----	----	----	----	----	-----	----	-----
2	Vienna	13.3	0	0	----	----	----	----	----	----	----	10	21	----	----	----	----	----	----	----	----	-----	----	-----
3	Crapo	66.7	20.0	-----	----	----	----	----	----	10	4.3	7	16	----	----	----	----	----	----	----	----	-----	----	-----
3	El Dorado	10.0	42.8	-----	----	----	----	----	----	----	----	3	14	----	----	----	----	----	----	----	----	-----	----	-----
1	Cambridge Colored	31.6	33.3	36.4	----	5	7	----	----	10	14.9	29	49	----	----	----	----	----	----	----	----	-----	----	-----
	Totals	44.9	29.5	22.9	6.7	37	60	1	14	78	12.4	141	251	----	----	122	128	----	----	125	111	-----	126	-----
	FREDERICK																							
1	Brunswick	29.8	28.1	23.8	5.5	55	64	1	2	63	10.1	151	174	9	10	164	121	----	----	152	185	583	-----	-----
1	Middletown	44.0	28.6	30.4	3.2	11	19	----	7	27	12.2	41	62	2	4	58	63	----	42	----	----	----	-----	-----
1	Thurmont	13.3	28.1	33.3	0	11	29	----	1	15	10.4	10	21	48	43	7	16	34	36	-----	10	127	-----	-----
1	Emmitsburg	45.6	23.3	12.5	9.1	6	14	----	3	13	9.8	55	67	----	----	9	8	----	----	50	40	116	-----	-----
1	Libertytown	19.2	19.0	22.2	16.7	3	7	----	4	12	17.6	27	43	----	----	----	----	----	----	43	27	-----	-----	-----
2	Myersville	37.5	12.5	0	0	2	1	----	----	10	21.3	25	22	----	----	----	----	----	----	----	----	-----	-----	-----
3	Walkersville	31.2	18.7	26.7	----	----	----	----	----	12	25.5	26	21	----	----	----	----	----	----	----	----	-----	-----	-----
2	New Market	29.6	0	-----	----	----	----	----	----	7	18.4	----	----	16	23	----	----	----	----	----	----	-----	-----	-----
3	Adamstown	31.2	20.0	14.3	----	----	----	----	----	2	6.1	18	16	----	----	----	----	----	----	----	----	-----	-----	-----
3	Wolfsville	35.7	40.0	-----	----	----	----	----	----	5	20.8	8	16	----	----	----	----	----	----	----	----	-----	-----	-----
2	Frederick Colored	57.1	55.5	-----	----	----	----	----	----	10	43.5	15	8	----	----	----	----	----	----	----	----	-----	-----	-----
	Totals	28.0	20.0	14.3	----	----	----	----	----	8	14.8	20	34	----	----	----	----	----	----	----	----	-----	-----	-----
		32.9	26 3	23.3	5.1	88	134	1	17	184	12.6	396	484	75	80	238	208	34	78	245	262	826	-----	-----
	GARRETT																							
1	Oakland	39.2	46.1	20.0	8.3	12	10	----	1	*	*	87	56	----	43	16	14	----	43	-----	49	42	-----	-----
1	Kitzmiller	71.9	60.0	28.6	6.7	4	10	----	3	*	*	20	41	7	13	----	----	----	----	-----	-----	-----	-----	-----
1	Friendsville	27.6	16.7	33.3	0	2	3	----	----	*	*	20	21	----	----	6	8	----	----	-----	-----	-----	-----	-----
1	Accident	14.8	36.4	22.2	0	2	5	----	1	*	*	12	20	16	7	----	----	----	----	-----	-----	-----	-----	-----
1	Grantsville	23.5	16.7	0	0	7	6	----	----	*	*			23	21			11	10					

HARFORD																							
1 Bel Air	46.8	32.7	23.3	13.8	4	21	----	4	19	9.5	59	75	21	24	5	21	----	----	82	73	-----	-----	-----
1 Havre de Grace	33.9	43.9	32.1	3.7	11	15	----	1	15	9.5	47	46	23	32	3	20	----	----	97	73	-----	-----	-----
1 Highland	33.3	37.0	33.3	6.6	8	6	----	----	6	6.4	13	37	11	1	----	----	34	13	38	24	-----	-----	-----
1 Aberdeen	7.8	23.1	33.3	0	2	4	1	2	5	8.5	12	36	34	13	----	----	----	----	-----	-----	-----	-----	-----
1 Jarrettsville	65.5	50.0	16.7	0	2	5	----	3	5	9.1	3	25	14	16	----	----	**25	----	-----	-----	-----	-----	-----
1 Slate Ridge	68.8	25.0	9.1	0	----	3	----	3	6	15.8	11	30	----	----	----	----	----	----	-----	-----	-----	-----	-----
2 Darlington	75.0	16.7	72.7	----	----	----	----	----	11	33.3	7	6	10	12	----	----	----	----	-----	-----	-----	-----	-----
Totals	43.8	35.7	29.6	6.9	27	54	1	13	67	10.5	152	255	113	98	8	41	59	13	217	170	-----	-----	-----
HOWARD																							
1 Ellicott City	34.0	53.8	25.9	6.6	4	24	----	3	5	3.4	51	80	----	----	7	17	----	28	-----	-----	155	-----	-----
1 Clarksville	33.3	45.5	30.8	0	4	2	----	1	8	14.8	26	28	----	----	----	----	15	----	-----	-----	-----	-----	-----
2 Lisbon	28.6	10.0	28.6	----	----	----	----	----	4	10.5	13	26	----	----	----	----	----	----	-----	-----	-----	-----	-----
3 Elkridge	18.2	37.5	----	----	----	----	----	----	16	84.2	----	---	9	16	----	----	----	----	-----	-----	-----	-----	-----
3 Savage	37.5	10.0	----	----	----	----	----	----	3	16.7	----	---	7	14	----	----	----	----	-----	-----	-----	-----	-----
Totals	31.6	39.7	27.7	5.5	8	26	----	4	36	13.1	90	134	16	30	7	17	15	28	-----	-----	155	-----	-----
KENT																							
1 Chestertown	47.8	57.2	34.4	2.8	16	19	----	1	15	11.9	56	63	----	----	6	10	----	----	73	62	-----	135	-----
1 Rock Hall	23.8	7.7	0	0	1	7	----	5	----	----	7	11	12	26	----	----	----	----	37	19	-----	-----	56
1 Galena	58.3	60.0	16.7	50.0	1	1	----	----	8	16.7	18	31	----	----	----	----	----	----	31	18	-----	-----	-----
2 Millington	66.7	28.6	100.0	0	----	6	----	----	3	13.0	2	20	5	----	----	----	----	----	-----	-----	20	-----	-----
2 Betterton	71.4	60.0	33.3	----	----	----	----	----	6	26.1	16	9	----	----	----	----	----	----	9	16	-----	-----	-----
2 Chestertown Colored	47.0	9.1	0	----	----	1	----	----	8	27.6	6	24	----	----	----	----	----	----	-----	-----	-----	-----	-----
Totals	47.2	43.7	25.4	5.6	18	34	----	6	40	13.2	105	158	17	26	6	10	----	----	150	115	20	135	56
MONTGOMERY																							
1 Rockville	32.6	39.7	23.1	5.9	8	24	----	3	33	13.6	86	118	----	----	11	33	----	----	95	----	-----	-----	-----
1 Gaithersburg	32.4	34.4	24.0	15.8	5	11	----	1	13	11.8	52	68	----	----	----	----	3	21	25	39	-----	-----	-----
1 Sandy Spring	42.8	33.3	34.8	0	1	28	----	1	11	14.1	18	42	19	1	----	----	----	----	19	29	-----	-----	-----
1 Poolesville	42.1	23.5	18.2	0	3	3	----	----	7	13.2	7	20	16	11	----	----	----	----	-----	-----	-----	-----	-----
1 Fairland	27.8	45.5	16.7	22.2	----	7	----	2	13	29.5	----	---	15	30	----	----	----	----	-----	-----	-----	-----	-----
2 Damascus	77.0	17.6	0	----	----	----	----	----	13	35.1	11	26	----	----	----	----	----	----	-----	-----	-----	-----	-----
3 Dickerson	71.4	16.7	----	----	----	----	----	----	12	60.0	10	11	----	----	----	----	----	----	-----	-----	-----	-----	-----
3 Germantown	75.0	42.8	----	----	----	----	----	----	14	93.3	----	---	7	8	----	----	----	----	-----	-----	-----	-----	-----
Totals	40.5	33.7	23.4	9.1	17	73	----	7	116	17.7	184	285	57	50	11	33	3	21	139	68	-----	-----	-----

* Not reported
** 13 of these are girls.

TABLE XXII—Continued

Approved High Schools—Per Cent of Non-Promotion, Graduates, Normal School Entrants, Withdrawals, Enrollment by Course and Special Subjects, Year Ending July 31, 1923

Group	Name of High School	Per Cent of Non-Promotion				Number of Graduates of 4-Year Course		Number of Juniors in Normal Schoos Fall 1923		Withdrawals		ENROLLMENT BY COURSE						ENROLLMENT BY SPECIAL SUBJECTS						
												Academic General				Commercial		Vocational						
		First Year	Second Year	Third Year	Fourth Year	Boys	Girls	Boys	Girls	Number	Per Cent	Boys	Girls	Boys	Girls	Boys	Girls	Agriculture	Home Economics	Home Economics	Manual Training	Music	Art	Physical Education
	PRINCE GEORGE'S																							
1	Hyattsville	40.3	47.2	28.3	0	15	19	----	1	59	18.0	96	175	20	2	33	17	37	----	173	149	233	15	-----
1	Laurel	66.7	50.0	11.5	25.0	5	7	----	3	15	10.4	37	35	2	----	32	45	----	----	78	71	149	-----	-----
1	Upper Marlboro	36.7	36.1	16.7	20.0	6	2	----	2	19	19.0	47	56	----	----	----	----	----	----	----	-----	103	-----	-----
1	Surrattsville	60.0	26.3	0	0	6	5	----	-----	9	13.9	30	42	----	----	----	----	----	----	42	-----	71	-----	-----
1	Baden	5.0	21.4	16.7	7.1	5	8	----	3	----	----	----	----	23	40	----	----	22	39	----	-----	63	10	-----
1	Brandywine	0	17.6	8.3	20.0	2	2	----	2	7	12.1	5	7	19	27	----	----	----	----	38	-----	61	9	-----
3	Bowie	36.4	0	-----	----	----	-----	----	-----	2	7.4	7	21	----	----	----	----	----	----	----	-----	-----	-----	-----
3	Fort Foote	60.0	44.5	-----	----	----	-----	----	-----	9	47.4	----	----	6	13	----	----	----	----	----	-----	-----	-----	-----
	Totals	43.3	39.3	17.9	8.9	39	43	----	11	120	15.0	222	336	70	82	65	62	59	39	331	220	680	34	-----
	QUEEN ANNE'S																							
1	Centreville	37.0	46.9	11.1	8.0	2	13	----	4	22	16.1	44	78	8	----	6	7	8	----	85	58	-----	-----	-----
1	Tri-County	48.3	16.7	23.5	23.5	4	9	1	2	5	6.2	25	44	----	----	8	9	----	----	53	33	-----	-----	-----
1	Sudlersville	54.4	21.7	0	0	3	5	----	2	3	4.2	31	46	----	----	----	----	----	----	46	31	-----	-----	-----
1	Stevensville	23.5	6.2	0	0	2	8	----	3	3	4.9	21	37	4	----	----	----	4	----	37	25	-----	-----	-----
1	Church Hill	33.3	31.2	25.0	0	----	4	----	2	2	4.8	14	28	----	----	----	----	----	----	28	14	-----	-----	-----
	Totals	40.7	30.3	10.5	7.4	11	39	1	13	35	8.9	135	233	12	----	14	16	12	----	249	161	-----	-----	-----
	ST. MARY'S																							
3	Hollywood	53.4	16.7	-----	----	----	-----	----	-----	8	38.1	----	----	8	16	----	----	----	----	-----	-----	-----	-----	-----
	SOMERSET																							
1	Crisfield	35.3	31.9	14.3	3.1	13	18	----	5	25	11.0	91	90	----	----	19	32	----	----	97	78	-----	-----	-----
1	Princess Anne	15.9	23.1	38.2	15.8	9	7	----	-----	9	6.6	48	51	6	1	11	29	----	----	79	-----	-----	-----	-----
2	Marion	33.3	40.0	15.4	----	----	-----	----	-----	3	8.6	19	21	----	----	----	----	----	----	-----	-----	-----	-----	-----
2	Deal's Island	33.3	27.3	0	----	----	-----	----	-----	6	21.4	12	17	----	----	----	----	----	----	-----	-----	-----	-----	-----
2	Mt. Vernon	31.6	0	-----	----	----	-----	----	-----	5	19.2	----	----	16	11	----	----	----	----	-----	-----	-----	-----	-----
	Totals	29.0	28.1	20.7	7.8	22	25	----	5	48	10.6	170	179	22	12	30	61	----	----	176	78	-----	-----	-----
	TALBOT																							
1	Easton	14.0	16.4	21.2	10.7	8	17	----	1	15	8.4	62	78	----	----	14	31	13	23	39	76	62	-----	-----
1	St. Michaels	53.9	6.9	5.5	0	8	6	----	-----	17	17.0	47	37	----	----	7	11	----	----	-----	50	98	-----	-----
1	Tilghman	0	0	0	0	3	4	----	1	4	9.1	19	29	----	----	----	----	----	----	-----	-----	41	-----	-----
1	Oxford	18.2	0	0	0	4	8	----	-----	2	4.8	16	27	----	----	----	----	----	----	27	-----	-----	-----	-----
2	Trappe	33.3	12.5	0	----	----	-----	----	-----	7	17.5	20	21	----	----	----	----	----	----	-----	-----	-----	-----	-----
	Cordova *	42.8	20.0	-----	----	----	-----	----	-----	7	36.8	14	9	----	----	----	----	----	----	-----	-----	-----	-----	-----
2	Easton Colored	47.6	0	28.6	----	2	3	----	-----	7	18.9	----	----	14	26	----	----	----	----	26	-----	-----	-----	-----

WASHINGTON																							
1 Hagerstown (Girls)	12.2	9.1	4.5	0	----	67	----	10	37	9.4	----	353	----	----	----	51	----	----	404	----	404	----	----
1 Hagerstown (Boys)	40.0	58.9	41.5	9.4	48	----	3	----	67	19.0	341	---	1	----	44	----	----	----	----	255	----	----	----
1 Williamsport	32.8	32.0	4.7	7.1	5	8	----	3	20	15.7	58	69	----	----	----	----	----	----	61	58	35	----	----
1 Smithsburg	34.9	32.3	14.3	0	4	8	----	----	10	8.8	58	60	----	----	----	----	----	----	34	40	----	----	----
1 Hancock	25.0	20.7	26.1	11.1	4	4	----	1	10	11.7	36	43	----	----	6	5	----	----	48	42	----	----	90
1 Clear Spring	10.0	19.0	25.0	0	5	12	1	3	7	6.9	17	48	34	4	----	----	†38	----	34	17	103	----	103
1 Boonsboro	76.2	61.9	44.4	22.2	2	5	----	----	20	33.3	26	20	11	11	----	----	----	----	22	23	----	----	----
Totals	27.9	33.9	21.5	5.0	68	104	4	17	171	13.8	536	593	46	15	50	56	†38	----	603	435	542	----	193
WICOMICO																							
1 Salisbury	39.3	30.6	26.5	16.5	29	62	----	18	79	3.6	88	161	135	127	21	62	----	----	340	244	70	----	----
1 Delmar	47.2	33.3	14.3	6.2	1	14	----	2	8	8.9	26	64	----	----	----	----	----	----	64	26	----	----	----
1 Sharptown	15.4	7.1	9.1	0	7	11	----	5	6	8.7	36	33	----	----	----	----	----	----	33	36	69	----	----
2 Pittsville	18.7	41.2	21.0	----	----	----	----	----	12	23.1	23	34	----	----	----	----	----	----	----	----	----	----	----
2 Nanticoke	38.1	40.0	12.5	----	----	----	----	----	7	17.9	18	21	----	----	----	----	----	----	----	----	----	----	----
2 Hebron	30.8	22.2	23.1	----	----	----	----	----	4	11.4	----	---	16	21	----	----	----	----	----	----	----	----	----
2 Mardela Springs	33.3	18.7	0	----	----	----	----	----	4	12.1	14	20	----	----	----	----	----	----	----	----	----	----	----
3 Powellville	56.3	25.0	----	----	----	----	----	----	10	41.2	12	12	----	----	----	----	----	----	----	----	----	----	----
2 Salisbury Colored	33.9	53.0	18.5	----	6	16	----	----	20	17.1	----	---	46	71	----	----	----	----	71	46	117	----	----
Totals	37.2	32.3	21.2	13.3	43	103	----	25	150	14.4	217	345	197	219	21	62	----	----	508	352	256	----	----
WORCESTER																							
1 Pocomoke	35.7	30.9	10.2	14.7	11	18	----	6	18	9.7	82	90	----	----	5	18	----	67	38	87	----	----	----
1 Berlin	19.7	36.5	12.5	8.7	11	10	----	5	21	12.1	64	98	----	----	9	7	----	----	105	73	----	----	----
1 Snow Hill	53.6	32.4	20.7	13.8	4	21	----	10	20	12.2	41	102	----	----	7	16	----	----	118	48	----	----	----
1 Stockton	27.8	11.1	0	23.1	2	8	----	2	6	12.5	18	36	----	----	----	----	----	----	36	----	----	----	----
1 Ocean City	50.0	33.3	33.3	0	3	4	----	----	4	10.8	12	29	----	----	----	----	----	----	----	----	----	----	----
2 Girdletree	60.0	75.0	100.0	50.0	----	3	----	----	10	40.0	12	14	----	----	----	----	----	----	----	----	----	----	----
Totals	37.1	35.4	15.9	15.2	31	64	----	23	79	12.5	229	369	----	----	21	41	----	67	297	208	----	----	----

* Not reported.
† Four of these are girls.

TABLE XXIII

BADGE TEST PARTICIPANTS AND WINNERS IN STATE-WIDE ATHLETICS, 1923

COUNTY	BOYS								GIRLS								TOTAL			
	Bronze		Silver		Gold		Super Gold		Bronze		Silver		Gold		Super Gold		Boys		Girls	
	P.*	W.*	P.	W.	P.	W.	P.	W.	P.	W.	P.	W.	P.	W.	P.	W.	P.	W.	P.	W.
Allegany	235	171	124	75	21	10	4	4	406	330	165	61	56	20	12	10	384	260	639	421
Anne Arundel	429	166	89	21	7	7	0	0	508	274	64	33	24	13	9	6	525	194	605	326
Baltimore	310	172	186	89	52	21	1	1	1,046	454	383	118	133	81	23	15	549	283	1,585	668
Calvert	40	13	23	4	3	2	0	0	81	50	28	6	8	4	0	0	66	19	117	60
Caroline	222	99	66	36	23	11	7	5	231	221	211	75	57	40	34	19	318	151	533	355
Carroll	104	48	39	16	8	4	0	0	211	154	103	37	22	10	5	3	151	68	341	204
Cecil	153	118	28	21	1	1	0	0	325	207	82	30	34	13	4	2	182	140	445	252
Charles	57	27	34	10	5	0	0	0	153	81	69	29	14	11	2	2	96	37	238	123
Dorchester	148	53	54	13	8	3	3	3	326	203	122	25	23	7	5	5	213	72	476	240
Frederick	480	216	191	61	23	10	3	3	547	463	333	91	105	32	8	3	697	290	993	589
Garrett	56	53	11	11	7	3	0	0	77	44	26	8	8	1	0	0	74	67	111	53
Harford	160	106	70	34	24	15	1	1	190	123	101	26	19	8	4	2	255	156	314	159
Howard	112	83	81	9	9	2	0	0	141	110	107	38	22	14	6	6	202	94	276	168
Kent	66	38	44	17	24	13	4	4	158	82	90	28	30	16	9	8	138	72	287	134
Montgomery	166	70	86	30	17	15	4	3	309	247	183	68	37	27	9	5	273	118	538	272
Prince George's	271	182	93	35	9	7	0	0	468	247	190	91	41	29	4	2	373	224	703	369
Queen Anne's	178	74	96	42	8	2	0	0	234	167	89	38	36	16	6	6	282	118	365	227
St. Mary's	39	9	6	0	0	0	0	0	107	58	41	8	4	3	0	0	45	9	152	69
Somerset	64	30	23	16	7	4	1	1	143	73	57	22	17	7	3	3	95	51	220	105
Talbot	163	108	54	31	18	11	11	11	254	110	166	36	29	25	10	8	246	161	459	179
Washington	92	81	72	50	24	10	2	2	266	160	116	34	36	19	9	2	190	143	427	215
Wicomico	184	84	47	18	10	7	0	0	213	167	94	67	26	19	4	2	241	109	337	255
Worcester	80	53	32	24	8	8	2	2	141	79	57	31	12	11	8	7	122	87	218	128
Totals	3,809	2,054	1,549	663	316	166	43	40	6,535	4,029	2,877	1,000	793	426	174	116	5,717	2,923	10,379	5,571

* P =Participants. W.=Winners.

SUMMARY OF TEAMS AND PARTICIPANTS FROM WHITE SCHOOLS ENTERED IN STATE-WIDE

SUMMARY OF TEAMS AND PARTICIPANTS FROM WHITE SCHOOLS ENTERED IN STATE-WIDE ATHLETICS, 1923

COUNTY	DODGE BALL				MIXED BALL		SPEED BALL		END BALL		CAPTAIN BALL		VOLLEY BALL		SOCCER		TOTAL	
	Boys		Girls															
	† T.	† P.	T.	P.	T.	P.	T.	P.	T.	P.	T.	P.	T.	P.	T.	P.	T.	P.
Allegany	23	345	24	337	1	13	6	90	4	57	3	46	6	81	6	108	73	1,077
Anne Arundel	10	185	15	185	7	97	4	48	3	30	2	20	5	50	2	33	48	648
Baltimore	29	391	37	517	6	70	18	247	6	75	4	53	8	91	6	101	114	1,545
Calvert	1	13	2	21	13	169	2	23	0	0	0	0	2	30	3	33	23	289
Caroline	6	87	7	104	12	167	4	58	5	66	3	43	7	91	5	149	49	765
Carroll	18	229	18	231	12	163	1	15	3	87	1	37	10	132	9	192	72	1,086
Cecil	5	68	11	131	14	191	0	0	1	12	0	0	7	103	3	44	41	549
Charles	5	63	8	113	13	173	2	27	1	13	0	0	2	25	2	36	33	450
Dorchester	7	101	10	139	4	52	4	58	3	36	2	27	5	57	3	53	38	523
Frederick	17	243	21	301	21	278	11	165	3	59	2	44	9	127	8	148	92	1,365
Garrett	7	91	7	92	4	48	2	35	0	0	0	0	4	41	4	76	28	383
Harford	8	109	13	175	3	38	6	92	3	42	4	28	9	92	5	101	51	677
Howard	5	62	9	114	15	194	2	29	0	0	0	0	4	46	2	67	37	512
Kent	7	85	8	111	4	23	3	42	2	24	1	12	4	42	3	35	32	374
Montgomery	18	248	22	301	13	164	13	195	5	66	5	50	6	61	4	100	86	1,185
Prince George's	14	193	21	290	7	86	11	152	1	13	1	13	7	64	6	138	68	949
Queen Anne's	5	64	10	135	24	331	7	91	4	51	2	29	4	53	4	93	60	847
St. Mary's	9	110	9	125	6	79	2	28	0	0	0	0	1	13	0	0	27	355
Somerset	6	75	6	76	1	10	1	10	3	38	2	29	3	35	2	29	24	302
Talbot	11	138	12	129	10	134	1	15	5	64	5	13	5	54	5	102	54	649
Washington	8	103	5	71	0	0	1	15	2	26	2	26	5	61	5	83	28	385
Wicomico	8	106	9	123	8	110	1	15	2	25	1	13	5	49	3	52	37	493
Worcester	6	80	6	83	3	38	3	43	6	67	3	42	3	35	4	71	34	459
Total Counties:																		
1923	233	3,189	290	3,904	201	2,628	105	1,493	62	851	43	525	121	1,433	94	1,844	1,149	15,867
1922	231	3,249	190	3,938	149	1,856	54	805	61	855	33	429	94	1,150	84	1,596	896	13,878
Per cent of increase	*.9	*1.8	52.6	*.9	34.9	41.6	94.4	85.2	1.6	*.5	30.3	22.4	39.4	24.6	11.9	15.5	28.2	14.3
Baltimore City:																		
1923	28	280	52	570	—	—	—	—	—	—	—	—	2	20	—	—	82	870
1922	66	660	56	560	—	—	—	—	—	—	—	—	2	20	—	—	124	1,240
Per cent of increase	*57.6	*57.6	*7.1	1.8	—	—	—	—	—	—	—	—	—	—	—	—	*33.9	*29.9

* Per cent of decrease.
† T.=Number of teams. P.=Number of Participants.

TABLE XXV

RECEIPTS FROM ALL SOURCES FOR THE YEAR ENDING JULY 31, 1922

COUNTIES	Balance Aug. 1, 1922	State	County School Tax	Sales of Bonds	Licenses Dog Tax and Fines	Tuition Fees from Adjoining Counties	Tuition Fees from Patrons or Pupils	Interest on Deposits	Sales of Property	Other Sources	Borrowed	Total Receipts
Allegany	$312,638.31	$156,716.57	$459,958.00	$512,548.37	----------	----------	$184.10	$1,277.12	----------	$11,015.76	----------	$1,454,338.23
Anne Arundel	*20,132.56	90,428.21	245,704.00	159,052.97	$1,768.61	$917.02	485.25	----------	$1,001.00	9,697.06	----------	488,921.56
Baltimore	64,921.73	171,262.75	696,788.00	252,462.14	285.00	7,872.00	2,509.98	1,724.30	3,498.73	23,724.04	----------	1,225,048.67
Calvert	1,073.37	43,454.71	25,050.25	----------	1,227.70	----------	----------	----------	23.28	----------	----------	70,829.31
Caroline	714.56	66,862.46	111,920.00	----------	----------	3,423.12	----------	----------	1,665.00	462.62	----------	185,047.76
Carroll	755.13	86,766.76	228,928.29	----------	----------	13,965.02	186.00	----------	464.55	2,293.31	----------	333,359.06
Cecil	25,543.94	62,857.54	142,466.00	160,878.74	----------	75.00	35.00	353.34	150.00	538.50	$12,500.00	405,398.06
Charles	8,577.47	55,334.00	37,677.13	----------	512.05	375.00	----------	448.80	145.00	a15,395.01	----------	118,464.46
Dorchester	1,321.49	88,382.22	116,159.00	----------	3,994.10	----------	----------	152.50	540.00	379.49	----------	210,928.80
Frederick	28,791.79	143,123.61	273,670.52	191,810.97	----------	----------	----------	1,921.90	6,815.50	b4,982.38	5,750.00	656,866.67
Garrett	21.15	99,552.09	127,452.20	----------	299.25	19.09	----------	204.31	201.59	8,280.79	----------	236,030.38
Harford	4,038.82	74,900.38	148,412.73	100,751.32	800.00	148.50	----------	288.34	800.00	1,117.89	----------	331,257.98
Howard	2,463.78	44,575.79	76,664.72	----------	----------	146.70	62.50	144.82	86.11	1,213.09	3,000.00	128,357.51
Kent	4,394.14	44,166.43	83,500.00	----------	562.56	907.50	----------	105.62	134.26	53.42	13,011.50	146,835.43
Montgomery	1,891.23	83,299.32	259,969.00	----------	----------	----------	----------	15.68	961.91	9,395.98	----------	355,533.12
Prince George's	44,806.92	140,674.09	226,739.32	158,826.64	----------	2,537.50	182.50	5,206.19	534.23	10,176.81	----------	589,684.80
Queen Anne's	476.18	61,047.71	87,006.96	----------	1,131.30	3,110.50	----------	----------	450.00	897.46	----------	154,120.11
St. Mary's	4,739.90	41,023.65	40,540.00	----------	1,658.04	----------	----------	----------	21.35	40.15	----------	88,023.09
Somerset	1,198.60	96,852.52	75,700.00	----------	1,954.04	402.70	----------	83.28	187.89	682.33	----------	177,061.76
Talbot	377.25	51,146.53	113,985.00	36,444.05	350.53	----------	----------	----------	2,844.82	1,472.91	4,949.00	211,570.09
Washington	4,974.87	130,850.67	352,367.00	----------	----------	966.39	----------	----------	4,707.42	8,500.00	----------	502,366.35
Wicomico	4,299.50	100,216.76	166,376.55	----------	800.24	1,443.50	431.00	----------	151.00	1,718.76	----------	275,437.31
Worcester	----------	92,820.81	100,000.00	----------	----------	----------	727.70	----------	423.80	1,990.00	----------	195,962.31
Total Counties	$497,887.57	$2,026,315.58	$4,197,034.67	$1,572,775.20	$15,343.42	$36,309.45	$4,804.03	$11,927.20	$25,807.44	$114,027.76	$39,210.50	$8,541,442.82
Baltimore City	c----------	1,066,100.96	6,652,804.10	3,167,109.66	----------	17,853.49	----------	----------	10,794.54	----------	----------	c10,914,662.75
Total State	c$497,887.57	$3,092,416.54	$10,849,838.77	$4,739,884.86	$15,343.42	$54,162.94	$4,804.03	$11,927.20	$36,601.98	$114,027.76	$39,210.50	$19,456,105.57

* Overdraft.
a $12,730,119 received from Federal Government for Indian Head.
b $3,250 received for insurance on three burned buildings.
c Since Baltimore City's fiscal operations are on the calendar rather than the school year, balances have been omitted.
d $15,000,000 school loan approved in May 1923 not included.

TABLE XXVI

RECEIPTS FROM THE STATE OF MARYLAND FOR ALL PURPOSES FOR THE YEAR ENDING JULY 31, 1923

COUNTIES	School Population and Attendance	High School Aid	Free Book Fund	Materials of Instruction	Salaries of Officials	Colored Industrial Fund	Equalization Fund	Special Appropriations	Total from State School Appropriations	Free School Fund	Vocational Fund	Total from State
Allegany	$108,655.96	$24,957.00	$9,862.64	$2,465.68	$8,832.00	$750.00			$154,923.28	$281.29	$1,512.00	$156,716.57
Anne Arundel	58,417.80	7,160.00	6,151.48	1,537.88	5,680.00	1,500.00	$8,999.00		89,446.16	601.80	380.25	90,428.21
Baltimore	118,236.16	21,807.00	12,644.84	3,161.20	11,520.00	750.00			168,119.20	623.55	2,520.00	171,262.75
Calvert	17,547.12	2,253.00	1,926.44	481.60	3,960.00	1,500.00	13,166.00	$2,500.00	43,334.16	120.55		43,454.71
Caroline	32,570.84	14,809.00	3,825.60	956.40	5,320.00	1,500.00	5,735.00		64,716.84	467.60	1,678.02	66,862.46
Carroll	49,831.00	18,890.00	5,634.48	1,408.60	6,680.00	1,500.00			83,944.08	567.88	2,254.80	86,766.76
Cecil	34,857.92	14,843.00	3,514.16	878.52	4,520.00	1,500.00	1,145.00		61,258.60	367.68	1,231.26	62,857.54
Charles	30,664.12	2,959.00	2,981.52	745.40	4,226.66	1,500.00	10,743.00	1,000.00	54,819.70	120.55	393.75	55,334.00
Dorchester	43,742.64	12,590.00	4,788.04	1,197.00	4,720.00	1,500.00	19,271.00		87,808.68	573.54		88,382.22
Frederick	82,088.88	24,216.00	8,679.84	2,169.96	7,600.00	1,500.00	11,703.00		137,957.68	1,102.13	4,063.80	143,123.61
Garrett	38,533.96	11,089.00	4,429.84	1,107.48	6,480.00		35,195.00		96,835.28	160.74	2,556.07	99,552.09
Harford	42,348.48	16,835.00	4,641.64	1,160.40	4,520.00	1,500.00			71,005.52	429.16	3,465.70	74,900.38
Howard	25,522.16	7,760.00	2,652.16	663.04	4,426.66	1,500.00			42,524.02	358.90	1,692.87	44,575.79
Kent	22,792.64	10,068.00	2,551.72	637.92	4,253.32	1,500.00	1,917.00		43,720.60	445.83		44,166.43
Montgomery	52,764.04	15,261.00	5,280.16	1,320.04	4,720.00	1,500.00			80,845.24	990.88	1,463.20	83,299.32
Prince George's	74,576.16	17,964.00	7,338.96	1,834.76	4,920.00	1,500.00	28,578.00		136,711.88	541.59	3,420.62	140,674.09
Queen Anne's	26,499.80	11,500.00	2,874.84	718.72	4,520.00	1,500.00	11,512.00		59,125.36		1,922.35	61,047.71
St. Mary's	29,544.24	622.00	2,845.28	711.32	4,520.00	1,500.00	985.00		40,727.84	295.81		41,023.65
Somerset	40,245.96	9,977.00	4,493.72	1,123.44	4,120.00	1,500.00	35,021.00		96,481.12	371.40		96,852.52
Talbot	27,650.44	12,365.00	3,006.44	751.60	4,120.00	1,500.00			49,393.48	608.50	1,144.55	51,146.53
Washington	92,544.68	16,575.00	9,427.36	2,356.84	6,880.00	750.00			128,533.88	591.79	1,725.00	130,850.67
Wicomico	45,592.20	15,068.00	5,127.56	1,281.88	6,280.00	1,500.00	24,867.00		99,716.64	500.12		100,216.76
Worcester	37,317.32	15,299.00	4,735.08	1,183.76	4,720.00	1,500.00	25,896.00		90,651.16	407.17	1,762.48	92,820.81
Total Counties	$1,132,544.52	$304,867.00	$119,413.80	$29,853.44	$126,938.64	$30,750.00	$234,733.00	$3,500.00	$1,982,600.40	$10,528.46	$33,186.72	$2,026,315.58
Baltimore City	903,276.80	28,750.00	80,586.20	20,146.56	18,960.00				1,051,719.55	1,125.16	13,256.25	1,066,100.96
Total State	$2,035,821.32	$333,617.00	$200,000.00	$50,000.00	$145,898.64	$30,750.00	$234,733.00	$3,500.00	$3,034,319.95	$11,653.62	$46,442.97	$3,092,416.54

TABLE XXVII

DISBURSEMENTS FOR THE YEAR ENDING JULY 31, 1923.

COUNTIES	General Control	Instruction	Operation	Maintenance	Auxiliary Agencies	Fixed Charges	Tuition to Adjoining Counties	Total Current Expense	Debt Service	Capital Outlay	Total Disbursed	Balance July 31, 1923	Grand Total
Allegany	$18,136.75	$535,270.86	$50,123.74	$5,528.83	$11,154.84	$8,135.53	----------	$628,350.55	----------	$436,845.98	$1,065,196.53	$389,141.70	$1,454,338.23
Anne Arundel	10,431.82	221,161.95	27,609.70	9,035.19	18,056.36	2,343.58	$1,245.00	289,883.60	$27,492.89	180,984.91	498,361.40	*9,439.84	488,921.56
Baltimore	23,417.20	662,508.09	62,250.26	37,338.58	37,793.47	24,324.82	931.16	848,563.58	----------	224,833.40	1,073,396.98	151,651.69	1,225,048.67
Calvert	4,936.58	52,678.54	2,454.92	1,978.55	1,063.50	237.94	----------	63,350.03	----------	3,544.80	66,894.83	3,934.48	70,829.31
Caroline	6,839.09	129,757.52	16,132.44	5,131.30	6,110.99	985.75	1,000.00	165,957.09	5,522.63	10,703.02	182,182.74	2,865.02	185,047.76
Carroll	13,540.48	242,347.04	27,246.39	11,818.57	3,754.60	3,433.82	146.70	302,287.60	2,832.87	25,808.55	330,929.02	2,430.04	333,359.06
Cecil	7,642.96	172,253.96	13,237.22	2,793.51	3,040.43	672.66	130.00	199,770.74	21,142.40	12,329.34	233,242.48	172,155.58	405,398.06
Charles	5,180.11	86,340.76	3,986.02	1,041.12	588.38	273.61	1,292.50	†98,702.50	----------	8,904.81	†107,607.31	10,857.15	118,464.46
Dorchester	8,838.23	162,538.87	13,130.38	10,623.36	6,616.71	957.88	2,687.95	205,393.38	18.93	2,988.28	208,400.59	2,528.21	210,928.80
Frederick	11,099.61	365,959.20	35,258.04	11,332.47	5,945.27	2,611.20	4,000.00	436,205.79	48.00	182,305.27	618,559.06	38,307.61	656,866.67
Garrett	11,270.74	165,935.11	10,950.01	17,644.17	439.44	3,382.52	----------	209,621.99	2,462.00	21,011.02	233,095.01	2,935.37	236,030.38
Harford	7,951.56	181,597.78	15,992.57	5,689.52	1,224.11	1,296.78	311.70	214,064.02	79.50	15,957.06	230,100.58	101,157.40	331,257.98
Howard	4,953.10	92,371.26	7,014.69	2,555.61	920.08	638.86	3,130.18	111,583.78	1,266.55	13,840.50	126,690.83	1,666.68	128,357.51
Kent	7,287.49	110,758.82	14,404.25	1,952.84	4,129.96	1,004.22	----------	139,537.58	921.38	2,672.60	143,131.56	3,703.87	146,835.43
Montgomery	14,445.30	218,142.30	23,642.52	19,380.32	17,772.65	2,567.43	20.00	295,970.52	----------	59,142.75	355,113.27	419.85	355,533.12
Prince George's	11,757.91	274,679.15	31,475.40	31,356.33	12,601.68	646.05	475.00	362,991.52	11,125.04	151,607.09	525,723.65	63,961.15	589,684.80
Queen Anne's	7,092.88	120,847.60	9,965.16	3,713.28	5,874.34	2,153.48	847.50	150,494.24	----------	3,085.07	153,579.31	540.80	154,120.11
St. Mary's	6,984.49	66,481.91	3,058.24	3,586.35	464.39	18.24	----------	80,593.62	125.44	3,561.73	84,280.79	3,742.30	88,023.09
Somerset	9,500.64	131,551.93	9,421.58	4,899.83	788.66	540.74	1,537.00	158,240.38	17,228.24	1,072.17	176,540.79	520.97	177,061.76
Talbot	7,544.58	118,959.98	12,952.04	5,937.63	11,289.49	1,054.46	1,753.25	159,491.43	3,243.50	43,345.73	206,080.66	5,489.43	211,570.09
Washington	10,991.23	363,571.47	30,806.60	6,560.83	2,531.25	3,948.12	470.35	418,879.85	----------	41,496.09	460,375.94	41,990.41	502,366.35
Wicomico	8,651.99	191,007.73	18,819.08	9,965.50	6,212.65	1,014.10	----------	235,671.05	9,352.01	22,963.30	267,986.36	7,450.95	275,437.31
Worcester	7,615.63	153,772.51	13,125.37	3,193.35	10,581.23	337.51	226.00	188,851.60	829.55	6,265.05	195,946.20	16.11	195,962.31
Total Counties	$226,110.37	$4,820,494.34	$453,056.62	$213,057.04	$168,954.48	$62,579.30	$20,204.28	$5,964,456.44	$103,690.93	$1,475,268.52	$7,543,415.89	$998,026.93	$8,541,442.82
Baltimore City	150,883.11	5,111,794.83	556,012.44	718,622.26	c297,368.54	33,219.39	10,872.00	‡6,878,772.57	685,620.00	‡3,300,270.18	‡10,864,662.75	---- d----	d10,864,662.75
Total State	$376,993.48	$9,932,289.17	$1,009,069.06	$931,679.30	$466,323.02	$95,798.69	$31,076.29	$12,843,229.01	$789,310.93	$4,775,538.70	$18,408,078.64	$998,026.93	$19,406,105.57

* Overdraft.
† Includes $12,730.49 from Federal Government for Indian Head.
‡ Excludes following expenditures for teacher training schools in Baltimore City; Instruction $63,473.36; Operation $6,206.47; Maintenance $1,341.05; Total Current Expenses $71,020.88; Capital Outlay $816.03; Total Disbursements $71,836.91.
c Includes Evening and Summer Schools and expenditures for medical inspection and follow up by the Department of Health.
d Since Baltimore City's budget is based on the calendar rather than the school year, no balances have been included.

TABLE XXVIII

DISBURSEMENTS FOR GENERAL CONTROL FOR THE YEAR ENDING JULY 31, 1923

COUNTIES	Office Expenses	Printing and Advertising	Board Members Expenses	Legal Services	Salary of Superintendent	Traveling Expenses of Superintendent	Salary of Assistant Superintendent	Traveling Expenses of Assistant Superintendent	Salary of Clerks	Salary of Attendance Officer	Traveling Expenses of Attendance Officer	Other Costs of Control	Total General Control
Allegany	$2,249.48	$887.91	$300.00	$200.00	$5,000.00	$653.63	$2,880.00	$654.61	$2,900.00	$1,200.00	$421.50	$789.62	$18,136.75
Anne Arundel	493.13	554.71	500.00	200.60	3,000.00	542.83	----------	----------	1,999.00	1,200.00	500.00	1,442.15	10,431.82
Baltimore	2,579.30	1,671.22	600.00	1,405.28	4,500.00	499.99	3,600.00	300.00	5,315.65	*1,173.33	*234.88	1,537.55	23,417.20
Calvert	367.53	128.17	300.00	25.00	2,700.00	450.00	----------	----------	840.00	----------	----------	125.88	4,936.58
Caroline	607.13	255.33	300.00	100.00	2,700.00	467.96	----------	----------	1,099.92	----------	105.00	1,203.75	6,839.09
Carroll	723.73	1,279.68	503.50	270.00	3,840.00	177.75	----------	----------	1,500.00	1,650.00	233.73	3,362.09	13,540.48
Cecil	366.99	74.67	750.00	98.30	2,940.00	423.00	----------	----------	1,200.00	1,200.00	500.00	90.00	7,642.96
Charles	308.67	280.07	350.00	100.00	2,500.00	426.59	----------	----------	1,000.00	----------	----------	214.78	5,180.11
Dorchester	1,215.73	250.00	600.00	25.00	2,940.00	277.50	1,500.00	----------	600.00	1,200.00	200.00	30.00	8,838.23
Frederick	1,627.38	889.25	600.00	100.00	3,000.00	225.70	----------	----------	1,975.00	1,200.00	392.81	1,089.47	11,099.61
Garrett	870.37	583.77	300.00	85.00	4,140.00	377.23	----------	----------	1,680.00	1,200.00	236.15	1,798.22	11,270.74
Harford	646.73	742.86	321.25	10.00	2,940.00	399.00	----------	----------	1,200.00	1,200.00	386.42	105.30	7,951.56
Howard	625.65	340.96	300.00	----------	2,500.00	271.74	----------	----------	900.00	----------	----------	14.75	4,953.10
Kent	732.19	334.95	300.00	50.00	2,540.00	500.00	----------	----------	1,100.00	1,200.00	400.00	130.35	7,287.49
Montgomery	1,809.52	1,139.87	600.00	120.00	3,240.00	250.00	†2,500.00	450.00	1,991.81	1,200.00	310.20	833.90	14,445.30
Prince George's	718.36	319.40	600.00	225.00	4,140.00	906.16	----------	----------	2,520.00	1,400.00	402.74	526.25	11,757.91
Queen Anne's	352.84	16.75	330.80	----------	3,500.00	180.68	----------	----------	1,200.00	1,080.00	180.69	251.12	7,092.88
St. Mary's	386.29	452.75	300.00	----------	2,940.00	225.57	----------	----------	1,080.00	1,200.00	309.50	90.38	6,984.49
Somerset	794.07	958.24	600.00	50.00	2,940.00	299.17	----------	----------	1,300.00	1,000.00	598.34	960.82	9,500.64
Talbot	975.88	218.99	300.00	50.00	3,000.00	354.85	----------	----------	1,000.00	1,200.00	136.60	308.26	7,544.58
Washington	1,172.48	583.02	600.00	407.90	4,140.00	250.00	----------	----------	1,760.05	1,500.00	406.38	172.30	10,991.23
Wicomico	1,169.98	151.27	300.00	----------	3,240.00	342.10	----------	----------	1,200.00	1,600.00	277.50	371.14	8,651.99
Worcester	509.32	277.87	383.84	123.00	2,940.00	267.99	----------	----------	1,110.00	1,200.00	300.00	503.61	7,615.63
Total Counties	$21,302.75	$12,391.71	$10,039.39	$3,643.58	$75,320.00	$8,769.44	$10,480.00	$1,404.61	$36,471.43	$23,803.33	$6,532.44	$15,951.69	$226,110.37
Baltimore City	27,722.74	1,219.25	----------	----------	8,000.00	393.28	49,216.92	1,472.14	17,865.91	21,798.69	610.96	22,583.22	150,883.11
Total State	$49,025.49	$13,610.96	$10,039.39	$3,643.58	$83,320.00	$9,162.72	$59,696.92	$2,876.75	$54,337.34	$45,602.02	$7,143.40	$38,534.91	$376,993.48

* Assistant Attendance Officer.
† Superintendent of School Property.

TABLE XXIX

DISBURSEMENTS FOR INSTRUCTIONAL SERVICE AND OPERATION OF SCHOOLS FOR THE YEAR ENDING JULY 31, 1923

COUNTIES	INSTRUCTIONAL SERVICE								OPERATION OF SCHOOL PLANT				
	Salaries of Supervising and Helping Teachers	Traveling Expenses of Supervising and Helping Teachers	Other Expenses of Supervision	Teachers' Salaries	Textbooks	Materials of Instruction	Other Costs of Instruction	Total Cost of Instruction	Janitors' Wages	Fuel	Janitors' Supplies	Other Costs of Operation	Total Cost of Operation
Allegany	$4,180.00	$558.86	--------	$500,723.54	$19,172.56	$10,242.38	$393.52	$535,270.86	$28,150.17	$15,511.59	$2,411.58	$4,050.40	$50,123.74
Anne Arundel	4,700.00	927.48	$175.00	202,105.28	8,581.24	2,063.06	2,609.89	221,161.95	8,570.88	14,050.24	3,649.03	1,339.55	27,609.70
Baltimore	14,484.00	1,399.04	190.46	612,815.30	18,118.82	12,706.02	2,794.45	662,508.09	24,946.85	28,275.48	2,838.32	6,189.61	62,250.26
Calvert	2,240.00	510.00	--------	47,686.17	1,370.91	597.46	274.00	52,678.54	287.50	1,992.81	143.31	31.30	2,454.92
Caroline	4,248.00	914.74	433.71	117,028.46	3,495.15	2,671.68	965.78	129,757.52	3,656.10	11,354.24	504.10	618.00	16,132.44
Carroll	4,727.50	707.10	1,066.27	219,153.02	10,393.86	3,391.84	2,907.45	242,347.04	6,403.31	14,745.69	194.65	5,902.74	27,246.39
Cecil	2,815.00	621.24	--------	160,162.62	5,826.98	2,298.95	529.17	172,253.96	3,075.00	8,887.70	301.46	973.06	13,237.22
Charles	3,040.00	786.45	493.44	74,595.41	5,175.28	1,938.57	311.61	86,340.76	1,047.84	2,505.47	432.71	--------	3,986.02
Dorchester	3,090.00	375.20	823.09	147,340.68	7,695.63	2,875.15	339.12	162,538.87	2,518.23	8,740.49	585.70	1,285.96	13,130.38
Frederick	8,080.00	1,198.16	124.66	330,455.31	14,766.25	7,357.55	3,977.27	365,959.20	12,211.25	19,251.38	1,187.23	2,608.18	35,258.04
Garrett	3,780.00	869.53	2,169.89	148,493.42	9,066.63	1,273.36	282.28	165,935.11	5,669.49	4,421.32	476.47	382.73	10,950.01
Harford	2,610.00	406.30	--------	170,894.60	5,546.91	1,858.21	281.76	181,597.78	5,353.07	9,275.17	324.82	1,039.51	15,992.57
Howard	2,640.00	901.62	--------	82,416.97	4,294.28	1,164.73	953.66	92,371.26	1,821.75	4,572.26	197.33	423.35	7,014.69
Kent	2,790.00	689.00	--------	99,880.51	4,364.95	1,659.81	1,374.55	110,758.82	4,234.75	9,283.11	183.03	703.36	14,404.25
Montgomery	3,240.00	643.59	--------	195,501.28	10,643.96	7,248.35	865.12	218,142.30	10,015.95	11,542.95	1,215.75	867.87	23,642.52
Prince George's	2,599.92	723.92	223.52	246,268.69	20,686.90	3,065.88	1,110.32	274,679.15	12,895.26	16,470.42	1,163.01	946.71	31,475.40
Queen Anne's	2,010.00	589.55	--------	111,178.98	2,466.18	2,371.18	2,231.71	120,847.60	3,033.35	6,263.34	461.42	207.05	9,965.16
St. Mary's	2,755.00	386.10	617.31	57,393.79	3,449.73	995.73	884.25	66,481.91	472.30	2,229.72	293.97	62.25	3,058.24
Somerset	2,420.00	467.33	--------	116,672.28	8,359.09	1,851.56	1,781.67	131,551.93	2,293.33	5,940.15	229.43	958.67	9,421.58
Talbot	2,500.00	481.44	43.63	110,175.21	2,372.43	1,818.95	1,568.32	118,959.98	2,109.23	9,535.46	449.67	857.68	12,952.04
Washington	4,380.00	535.92	--------	340,602.81	9,725.69	4,519.53	3,807.52	363,571.47	9,936.86	16,840.28	929.66	3,099.80	30,806.60
Wicomico	5,380.00	1,335.41	--------	173,338.18	7,853.09	2,777.14	323.91	191,007.73	4,839.00	12,506.68	704.30	769.10	18,819.08
Worcester	3,215.00	800.00	--------	138,778.15	6,803.26	3,581.94	594.16	153,772.51	4,242.99	8,172.02	290.12	420.24	13,125.37
Total Counties	$91,924.42	$16,827.98	$6,360.98	$4,403,660.66	$190,229.78	$80,329.03	$31,161.49	$4,820,494.34	$157,784.46	$242,367.97	$19,167.07	$33,737.12	$453,056.62
Baltimore City	49,971.68	2,407.59	--------	†4,780,354.07	†143,586.91	†90,993.95	†44,480.63	†5,111,794.83	†329,655.88	†180,385.23	†26,053.95	†19,917.38	†556,012.44
Total State	$141,896.10	$19,235.57	$6,360.98	†$9,184,014.73	†$333,816.69	†$171,322.98	†$75,642.12	†$9,932,289.17	$487,440.34	$422,753.20	$45,221.02	$53,654.50	$1,009,069.06

†The following figures for teachers' training schools in Baltimore City are excluded above: Salaries, $56,882.31; Textbooks, $2,316.04; Materials, $963.04; Other costs of instruction, $3,311.97; Total instruction, $63,473.36; Janitors' wages, $1,860; Fuel, $3,022.45; Janitors' supplies, $1,047.16; Other costs of operation, $277.06; Total operation, $6,206.67.

DISBURSEMENTS FOR MAINTENANCE, AUXILIARY AGENCIES, TUITION FEES TO ADJOINING COUNTIES, AND FIXED CHARGES, FOR THE YEAR ENDING JULY 31, 1923

COUNTIES	MAINTENANCE				AUXILIARY AGENCIES						FIXED CHARGES					
	Repairs of Buildings and Upkeep of Grounds	Repairs and Replacement of Equipment	Other Costs of Maintenance	Total for Maintenance	School Libraries	Health Service	Transportation of Pupils	Community Activities	Other Auxiliary Agencies	Total for Auxiliary Agencies	Insurance	Rent	Contributions and Contingencies	Other Fixed Charges	Total Fixed Charges	Tuition Fees to Adjoining Counties
egany	$2,346.71	$2,546.94	$636.18	$5,528.83	$311.65	$348.45	$6,908.01	-------	$3,586.73	$11,154.84	$7,203.39	$462.25	$30.00	$439.89	$8,135.53	-------
ne Arundel	4,560.09	1,813.33	2,661.78	9,035.19	137.50	50.00	14,830.80	$300.00	2,738.06	18,056.36	2,264.58	50.00	29.00	-------	2,343.58	$1,245.00
timore	11,645.09	18,473.65	7,219.84	37,338.58	180.00	9,783.35	27,595.37	234.75	----------	37,793.47	22,006.74	2,100.00	218.08	-------	24,324.82	931.16
vert	1,565.11	306.94	106.50	1,978.55	-------	-------	1,038.00	25.50	----------	1,063.50	222.94	-------	15.00	-------	237.94	-------
oline	3,278.74	1,852.56	-------	5,131.30	-------	63.23	5,501.51	-------	546.25	6,110.99	950.75	-------	35.00	-------	985.75	1,000.00
rroll	6,829.92	101.60	4,887.05	11,818.57	277.69	992.24	2,030.47	379.70	74.50	3,754.60	2,881.73	-------	488.16	63.93	3,433.82	146.70
cil	1,656.97	901.54	235.00	2,793.51	86.76	----------	2,165.18	649.93	138.56	3,040.43	622.66	-------	50.00	-------	672.66	130.00
rles	687.79	353.33	-------	1,041.12	8.38	----------	525.00	45.00	10.00	588.38	61.61	132.00	30.00	50.00	273.61	1,292.50
rchester	6,582.47	3,392.26	648.63	10,623.36	179.69	9.00	6,428.02	-------	----------	6,616.71	578.78	246.00	-------	133.10	957.88	2,687.95
derick	8 832.00	1,999.82	500.65	11,332.47	403.51	131.67	4,210.06	251.11	948.92	5,945.27	1,936.19	-------	661.86	13.15	2,611.20	4,000.00
rrett	13,667.10	3,489.06	488.01	17,644.17	285.51	6.60	----------	87.77	59.56	439.44	1,603.60	1,668.92	110.00	-------	3,382.52	-------
rford	3,294.01	2,368.78	26.73	5,689.52	295.46	.75	427.90	500.00	----------	1,224.11	507.27	698.00	91.51	-------	1,296.78	311.70
ward	1,822.55	467.06	266.00	2,555.61	120.00	----------	600.00	88.36	111.72	920.08	510.05	-------	78.81	50.00	638.86	3,130.18
nt	1,029.37	714.97	208.50	1,952.84	40.00	13.05	3,848.50	-------	228.41	4,129.96	795.22	-------	15.00	194.00	1,004.22	-------
ntgomery	15 285.50	3,359.39	735.43	19,380.32	762.86	1,697.86	15,156.66	140.00	15.27	17,772.65	1,434.23	-------	362.32	770.88	2,567.43	20.00
nce George's	20,215.71	11,140.62	-------	31,356.33	175.75	2,092.35	10 124.47	209.11	----------	12,601.68	31.05	598.00	17.00	-------	646.05	475.00
een Anne's	2.924.36	488.04	300.88	3,713.28	-------	13.70	4,900.00	90.60	870.04	5,874.34	917.43	-------	63.80	1,172.25	2,153.48	847.50
Mary's	2,100.58	945.27	510.50	3,586.35	27.45	----------	----------	-------	436.94	464.39	-------	-------	-------	18.24	18.24	-------
nerset	2,854.72	1,686.61	358.50	4,899.83	274.94	23.15	----------	215.04	275.53	788.66	480.74	-------	-------	60.00	540.74	1,537.00
bot	3,633.78	2,268.85	35.00	5,937.63	87.76	----------	10,793.10	408.63	----------	11,289.49	647.37	-------	312.49	94.60	1,054.46	1,753.25
shington	5,182.13	1,378.70	-------	6,560.83	180.00	72.23	2,274.52	-------	4.50	2,531.25	2,552.79	1,395.33	-------	-------	3,948.12	470.35
comico	5,250.87	3,280.13	1,434.50	9,965.50	930.09	145.34	3,453.57	326.05	1,357.60	6,212.65	850.54	-------	113.56	50.00	1,014.10	-------
rcester	1,787.02	849.08	557.25	3,193.35	80.00	----------	9,780.01	674.97	46.25	10,581.23	337.51	-------	-------	-------	337.51	226.00
Total Counties	$127,032.58	$64,177.53	$21,846.93	$213,057.04	$4,845.00	$15,442.97	$132,591.15	$4,626.52	$11,448.84	$168,954.48	$49,397.17	$7,350.50	$2,721.59	$3,110.04	$62,579.30	$20,204.29
timore City	*$99,067.19	a73,496.18	46,058.89	a718,622.26	3,453.84	†150,000.00	‡633.40	500.00	c142,781.30	297,368.54	2,186.50	13,032.89	-------	b18,000.00	33,219.39	10,872.00
Total State	$726,099.77	$137,673.71	$67,905.82	$931,679.30	$8,298.84	$165,442.97	$133,224.55	$5,126.52	$154,230.14	$466,323.02	$52,583.67	$20,383.39	$2,721.59	$21,110.04	$95,798.69	$31,076.29

*Disbursed by Inspector of Public Buildings.
†Estimated Expenditure by Department of Health.
‡For crippled children.
aExcludes $1,341.05 for white training schools for teachers in Baltimore City.
bPensions to teachers.
cIncludes the following: Evening Schools—Elementary, white, $11,509.35, colored, $9,762.62; high schools, white, $19,238.47, colored, $5,111.18; vocational, $13,524.49; Summer Schools, ,485.21; Parental Schools, $28,876.22; School and Home Gardens, $7,018.24; Americanization classes, $16,247.58; Jewish Educational Alliance, $977.50; Recreation Park Centers, $180.00; blic Athletic League, $6,000; Lunches for Crippled Children, $1,302.17; Open Air Classes, $3,147.13; Public School Orchestra, $955.15; Field Days, $856.26; Extension Courses, $400; Pupils' nches, $189.82.

TABLE XXXI

DISBURSEMENTS FOR DEBT SERVICE AND CAPITAL OUTLAY FOR THE YEAR ENDING JULY 31, 1923

COUNTIES	DEBT SERVICE					CAPITAL OUTLAY					
	Short Term Loans from Previous Year	Interest on Short Term Loans	Payments on Bonded Indebtedness	Interest on Bonded Indebtedness	Total Debt Service	Land	New Buildings and Equipment	Alteration of Old Buildings	Equipment of Old Buildings	Other Capital Outlay	Total Capital Outlay
Allegany						$7,610.00	$246,143.57	$162,407.04	$6,677.39	$14,007.98	$436,845.98
Anne Arundel		$2,253.57	$12,227.63	$13,011.69	$27,492.89	212.00	161,665.12	15,080.65	2,767.14	1,260.00	180,984.91
Baltimore						38,957.68	177,732.99	1,231.22	6,911.51		224,833.40
Calvert						90.00	3,454.80				3,544.80
Caroline	$4,500.00	1,022.63			5,522.63	10.00	8,867.93	963.34	861.75		10,703.02
Carroll	2,000.00	832.87			2,832.87	2,238.56	12,265.79	2,020.14	7,930.25	1,353.81	25,808.55
Cecil	20,500.00	642.40			21,142.40	103.50	7,879.80	1,633.71	2,712.33		12,329.34
Charles							8,506.99		397.82		8,904.81
Dorchester		18.93			18.93	268.95	2,719.33				2,988.28
Frederick		48.00			48.00	8,066.68	159,784.49	5,274.62	7,096.72	2,082.76	182,305.27
Garrett	2,250.00	212.00			2,462.00	1,100.75	19,910.27				21,011.02
Harford		79.50			79.50	1,252.89	8,208.64	3,221.19	3,274.34		15,957.06
Howard	1,000.00	266.55			1,266.55	288.80	9,682.79	2,540.00	1,328.91		13,840.50
Kent		921.38			921.38		2,075.00		597.60		2,672.60
Montgomery						25.00	48,212.61	10,905.14			59,142.75
Prince George's			3,345.04	7,780.00	11,125.04	2,380.90	148,230.71		108.00	887.48	151,607.09
Queen Anne's						467.70	170.67		2,446.70		3,085.07
St. Mary's		125.44			125.44		3,466.30		95.43		3,561.73
Somerset	14,533.25	2,694.99			17,228.24		164.94		907.23		1,072.17
Talbot	3,000.00	243.50			3,243.50	79.40	41,233.98	2.10	2,030.25		43,345.73
Washington						1,529.15	39,406.48	94.13	466.33		41,496.09
Wicomico	9,352.01				9,352.01	217.74	20,570.16	387.14	1,788.26		22,963.30
Worcester		829.55			829.55	226.40	5,880.73		157.92		6,265.05
Total Counties	$57,135.26	$10,191.31	$15,572.67	$20,791.69	$103,690.93	$65,126.10	$1,136,234.09	$205,760.42	$48,555.88	$19,592.03	$1,475,268.52
Baltimore City			200,300.00	485,320.00	685,620.00	*978,223.39	††2,108,279.00	*178,076.92	35,690.87		†3,300,270.18
Total State	$57,135.26	$10,191.31	$215,872.67	$506,111.69	$789,310.93	$1,043,349.49	†$3,244,513.09	$383,837.34	$84,246.75	$19,592.03	$4,775,538.70

*Spent by Public Improvement Commission.
†Excludes $816.03 for white training school for teachers in Baltimore City.
‡$2,010,809.35 spent by Public Improvement Commission and remainder by Board of School Commissioners.

TABLE XXXII

DISBURSEMENTS†—WHITE HIGH SCHOOLS—1922-23

COUNTY	No. of Teachers	Average No. Belonging	Average Attendance	Salaries	Textbooks	Materials	Other Costs	Total Cost of Instruction	Operation	Maintenance	Auxiliary Agencies	Total Current Expense	Capital Outlay	Grand Total
Allegany	71.4	1,591.0	1,508.9	$112,179.15	$6,017.31	$3,195.91	$359.37	$121,751.74	$11,454.33	$2,243.29	$3,301.97	$138,751.33	$182,441.99	$321,193.32
Anne Arundel	19.7	429.1	395.2	28,455.27	495.28	764.55	216.26	29,931.36	3,955.13	1,728.06	648.30	36,262.85	4,049.21	40,312.06
Baltimore	58	1,374.8	1,254.7	105,070.35	5,484.76	4,076.62	586.43	115,218.16	10,546.01	5,917.54	7,167.95	138,849.66	101,083.68	239,933.34
Calvert	5	129.8	121.4	6,090.50	442.20	298.73	-------	6,831.43	978.00	122.73	-------	7,932.16	3,257.30	11,189.46
Caroline	27	568.0	518.0	37,501.00	1,444.95	1,678.94	150.00	40,774.89	4,641.31	1,256.95	1,305.74	47,978.89	6,990.84	54,969.73
Carroll	45.5	730.5	653.0	62,338.66	2,322.00	543.00	1,250.91	66,454.57	9,907.59	6,121.66	277.87	82,761.69	12,997.80	95,759.49
Cecil	30	466.4	428.8	40,536.62	1,167.00	1,424.99	520.22	43,648.83	3,307.44	661.88	420.50	48,038.65	3,404.34	51,442.99
Charles	4	88.4	78.5	6,128.00	350.79	619.37	3.25	7,101.41	556.32	-------	-------	7,657.73	460.50	8,118.23
Dorchester	25	519.4	480.2	33,892.02	1,275.57	1,872.31	200.00	37,239.90	3,386.41	2,760.04	1,845.66	45,232.01	144.25	45,376.26
Frederick	60.4	1,310.2	1,199.4	86,673.08	4,310.17	3,168.71	743.14	94,895.10	7,069.74	2,492.94	2,098.95	106,556.73	125,382.99	231,939.72
Garrett	21	383.9	346.1	27,540.98	1,353.10	620.27	236.42	29,750.77	2,379.48	1,950.73	76.38	34,157.36	18,183.98	52,341.34
Harford	32.2	601.0	548.1	46,972.64	1,519.38	719.81	138.95	49,350.78	4,289.72	1,536.52	81.60	55,258.62	3,945.19	59,203.81
Howard	14.4	253.8	228.0	18,925.25	827.12	530.23	296.92	20,579.52	1,498.79	404.72	66.90	22,549.93	2,855.70	25,405.63
Kent	22	267.0	241.0	27,574.78	898.51	1,171.79	489.41	30,134.49	3,510.13	249.90	1,392.55	35,287.07	481.88	35,768.95
Montgomery	26.4	554.6	493.9	39,836.44	2,345.12	2,180.49	52.61	44,414.96	4,467.90	3,164.75	48.21	52,095.82	17,317.41	69,413.23
Prince George's	38.5	736.6	677.3	52,474.47	4,417.06	1,318.30	213.52	58,423.35	4,936.31	7,138.99	2,576.03	73,074.68	6,315.74	79,390.42
Queen Anne's	23.8	385.0	354.0	31,872.40	450.00	968.51	448.35	33,739.26	4,830.03	516.94	3,101.80	42,188.03	2,406.74	44,594.77
St. Mary's	1	19.0	16.5	1,350.00	174.53	-------	-------	1,524.53	38.43	-------	-------	1,562.96	608.95	2,171.91
Somerset	20	429.9	393.0	26,614.46	1,801.12	1,085.50	233.55	29,734.63	3,034.45	933.48	119.70	33,822.26	660.95	34,483.21
Talbot	22.2	407.4	379.7	31,243.29	1,179.44	782.24	619.51	33,824.48	2,368.09	1,427.21	3,064.37	40,684.15	10,734.42	51,418.57
Washington	40.4	1,178.0	1,097.0	61,825.00	737.00	2,472.03	1,115.70	66,149.73	9,056.90	2,976.03	100.00	78,282.66	1,995.48	80,278.14
Wicomico	40	838.9	774.0	50,361.50	2,615.80	1,754.44	169.60	54,901.34	6,482.08	3,774.34	3,471.00	68,628.76	15,551.05	84,179.81
Worcester	39	581.8	533.6	51,277.55	1,700.82	2,278.31	177.32	55,434.00	4,399.50	748.99	4,086.31	64,668.80	157.92	64,826.72
Total Counties	686.9	13,844.5	12,720.3	$986,733.41	$43,329.33	$33,525.05	$8,221.44	$1,071,809.23	$107,094.09	$48,127.69	$35,251.79	$1,262,282.80	$521,428.31	$1,783,711.11
‡Baltimore City	294	7,722	7,066	668,406.15	33,817.12	20,608.19	15,339.38	738,170.84	74,871.57	*117,875.07	a31,344.16	962,261.64	883,481.96	1,844,908.00
Total State	980.9	21,566.5	19,786.3	$1,655,139.56	$77,146.45	$54,133.24	$23,560.82	$1,809,980.07	$181,965.66	$166,002.76	$66,595.95	$2,224,544.44	$1,404,910.27	$3,628,619.71

* Of the expenditures made by the Inspector of Public Buildings, it is estimated that $97,400 has been used for white senior high schools.
† Exclusive of costs of general control and of cost to the State of high school supervision.
‡ Senior high schools only.
a Includes $19,238.47 for evening schools, $6,119.65 for summer schools, $3,453.84 for school libraries, $1,440 for P. A. L., $955.15 for orchestras and $137.05 for field days.

TABLE XXXIII

DISBURSEMENTS, EXCLUSIVE OF GENERAL CONTROL, FOR WHITE ELEMENTARY SCHOOLS FOR THE YEAR ENDING JULY 31, 1923

COUNTIES	No. of Teachers	Average No. Belonging	Average Attendance	Salaries and Expenses of Supervision	Salaries of Teachers	Textbooks	Materials of Instruction	Other Costs of Instruction	Total Cost of Supervision and Instruction	Operation of School Plant	Maintenance of School Plant	Auxiliary Agencies	Total Current Expenses	Capital Outlay
Allegany	301.6	10,297.7	9,161.5	$4,738.86	$375,337.14	$12,575.81	*$6,970.18	$398.10	$400,020.09	$37,066.24	$3,917.73	$4,255.49	$445,259.55	$233,016.51
Anne Arundel	136.7	4,463.6	3,775.5	4,116.89	138,562.03	5,104.50	*1,052.78	*1,949.52	150,785.72	19,981.43	5,277.78	14,942.15	190,987.08	157,033.48
Baltimore	301	12,038.4	10,116.0	16,073.50	456,597.29	10,549.09	5,883.59	2,208.02	491,311.49	46,643.78	29,244.84	27,918.14	595,118.25	89,971.05
Calvert	36	947.9	757.5	1,800.00	32,751.50	887.42	134.18	274.00	35,847.10	1,049.32	1,585.52	1,038.00	39,519.94	115.50
Caroline	82	2,679.0	2,318.1	4,113.43	67,517.98	1,592.39	646.99	755.78	74,626.48	9,482.38	3,028.33	4,805.25	91,942.44	3,712.18
Carroll	187.5	5,484.4	4,358.7	4,671.60	150,715.55	7,748.86	2,614.00	901.52	166,651.53	15,974.33	4,871.74	1,521.82	189,019.42	8,541.91
Cecil	104	3,086.4	2,618.6	2,425.17	108,964.77	4,002.55	624.54	8.95	116,025.98	8,632.65	1,709.37	1,976.83	128,344.83	8,900.00
Charles	66	1,606.6	1,277.8	3,069.89	53,440.08	2,828.29	100.42	150.62	59,589.30	2,634.91	748.12	533.38	63,505.71	3,219.36
Dorchester	110	3,145.8	2,555.2	3,243.30	91,419.49	4,037.17	*452.20	139.06	99,291.22	7,417.08	6,638.18	4,771.05	118,117.53	1,491.55
Frederick	244.1	7,801.8	6,519.6	8,143.64	225,065.48	9,426.68	3,708.10	3,459.13	249,803.03	25,711.27	7,944.60	3,373.10	286,832.00	40,438.96
Garrett	187	4,353.9	3,654.8	6,819.42	120,952.44	7,713.53	653.09	45.86	136,184.34	8,570.53	15,693.44	262.19	160,710.50	2,827.04
Harford	119.8	3,798.6	3,210.3	2,296.30	109,425.01	3,311.56	999.52	113.31	116,145.70	10,661.05	4,276.51	455.30	131,538.56	5,343.20
Howard	63.6	1,940.6	1,630.6	3,141.34	55,261.25	2,886.21	618.55	656.74	62,564.09	4,797.25	1,864.15	853.18	70,078.67	8,496.48
Kent	62	1,584.0	1,373.9	2,540.00	58,382.80	2,846.84	337.27	584.39	64,691.30	8,830.25	1,247.54	2,735.41	77,504.50	2,190.72
Montgomery	121.6	3,907.4	3,198.4	2,398.02	137,278.29	7,342.42	4,495.19	603.38	152,117.30	17,247.50	15,192.10	17,464.88	202,021.78	41,825.34
Prince George's	173	5,675.6	4,803.5	2,201.94	161,782.93	14,015.37	1,274.73	808.80	180,083.77	22,587.12	21,966.32	7,738.44	232,375.65	118,397.60
Queen Anne's	70.2	1,900.5	1,623.5	1,890.55	68,591.78	1,719.28	1,068.78	1,773.88	75,044.27	4,309.66	2,869.05	2,681.94	84,904.92	612.93
St. Mary's	63	1,834.4	1,366.1	2,719.70	43,841.43	2,384.60	601.30	350.00	49,897.03	2,167.11	2,970.08	27.45	55,061.67	2,843.44
Somerset	86	2,791.8	2,329.0	1,671.33	70,585.92	5,394.23	441.72	1,233.12	79,326.32	4,917.73	3,533.22	248.39	88,025.66	116.99
Talbot	62.8	1,900.7	1,639.0	1,853.05	61,893.81	1,484.04	547.29	60.13	65,838.32	8,234.36	3,883.46	7,816.49	85,772.63	31,383.95
Washington	280	9,822.5	8,338.4	4,915.92	270,932.81	8,988.69	1,933.50	579.10	287,350.02	21,023.38	3,584.80	2,431.25	314,389.42	39,500.61
Wicomico	114	3,632.2	3,140.5	5,473.88	102,017.50	4,366.38	745.89	152.06	112,755.71	10,123.53	4,655.43	1,971.09	129,505.76	3,636.61
Worcester	90	2,585.0	2,157.1	2,940.00	70,445.15	*4,107.46	1,072.62	366.84	78,932.07	6,649.79	1,782.55	6,142.92	93,507.33	----------
Total Counties	3,061.9	97,287.8	81,924.0	$93,257.73	$3,031,762.43	$125,313.28	$36,976.43	$17,572.31	$3,304,882.18	$304,712.62	$148,484.86	$115,964.14	$3,874,043.80	$803,615.41
Baltimore City														
Elementary	1,831	63,634	57,047	34,938.30	2,802,373.66	55,673.73	45,023.39	12,301.16	2,950,310.24	360,944.22	*376,836.80	†51,276.26	3,739,367.52	*1,478,163.25
Junior High	348	9,239	18,417	3,182.61	591,137.02	31,095.57	6,162.99	10,994.15	642,572.34	42,556.15	*120,789.63	----------	805,918.12	*682,506.79
Vocational	12	142	132	5,998.69	25,677.11	145.25	8,564.68	1,129.67	41,515.40	5,834.00	*6,117.27	‡13,524.49	66,991.16	*8,967.52
Total	2,191	73,015	65,596	$44,119.60	$3,419,187.79	$86,914.55	$59,751.06	$24,424.98	$3,634,397.98	$409,334.37	*$503,743.70	$64,800.75	$4,612,276.80	*$2,169,637.56
Total State	5,252.9	170,302.8	147,520	$137,377.33	$6,450,950.22	$212,227.83	$96,727.49	$41,997.29	$6,939,280.16	$714,046.99	$652,228.56	$180,764.89	$8,486,320.60	$2,973,252.97

* Estimated.

† Includes the following estimates of expenditures in white elementary schools: Evening Schools, $11,509.35; Summer Schools, $6,120; Parental Schools, $17,325.73; School and Home Gardens, $6,018.24; Jewish Educational Alliance, $977.50; Recreation Park, Centers, $145; P. A. L. and Field Day,$3,908.01; Busses and Lunches for Crippled Children, $1,935.57; School Lunches, $189.83; Open Air Classes, $3,147.07.

‡ Evening Vocational Schools.

TABLE XXXIV

DISBURSEMENTS EXCLUSIVE OF GENERAL CONTROL AND SUPERVISION IN WHITE ONE TEACHER SCHOOLS FOR THE YEAR ENDING JULY 31, 1923.

COUNTY	No. of Teachers	Average No. Belonging	Average Attendance	Salaries	Textbooks	Materials	Other Costs	Total Cost of Instruction	Operation	Maintenance	Auxiliary Agencies	Total Current Expenses	Capital Outlay
Allegany	50	1,107.9	885.8	$53,955.58	$952.03	*$492.77	*$19.82	$55,420.20	$3,590.25	$658.36	$61.00	$59,729.81	$3,911.39
Anne Arundel	31	722.1	565.4	27,604.16	819.30	*169.00	*313.00	28,905.46	3,609.51	1,289.42	20.00	33,824.39	5,894.39
Baltimore	38	1,312.6	1,070.8	60,933.55	1,482.30	734.21	--------	63,150.06	5,399.86	3,906.88	119.32	72,576.12	---------
Calvert	30	775.9	613.2	26,063.25	698.69	108.64	--------	26,870.58	863.18	1,208.72	638.00	29,580.48	40.50
Caroline	29	788.5	671.6	22,288.67	431.42	333.82	500.00	23,553.91	2,497.18	1,319.64	---------	27,370.73	---------
Carroll	95	2,650.7	2,038.3	66,278.90	4,038.86	1,557.00	250.00	72,124.76	7,166.24	1,737.85	283.51	81,312.36	---------
Cecil	49	1,192.2	976.7	48,356.88	1,540.09	239.04	.75	50,136.76	3,371.02	632.82	107.75	54,248.35	130.88
Charles	41	872.5	656.9	30,176.71	1,607.00	54.63	114.76	31,953.10	991.61	542.69	533.38	34,020.78	1,846.78
Dorchester	48	1,143.3	872.2	33,791.95	1,235.30	*138.00	--------	35,165.25	1,800.13	3,032.22	*115.51	40,113.11	1,371.85
Frederick	96	2,706.5	2,153.9	76,428.51	*4,412.78	*1,686.15	*1,494.00	84,021.44	7,509.87	4,600.97	185.75	96,318.03	4,574.53
Garrett	125	2,474.3	2,019.2	71,777.10	*4,345.80	*363.57	*26.33	76,512.80	*4,069.37	4,673.52	145.97	85,401.66	---------
Harford	52	1,406.2	1,145.1	43,101.03	968.80	186.41	9.00	44,265.24	3,281.89	1,430.42	60.00	49,037.55	625.45
Howard	31	855.2	715.2	25,490.50	1,566.98	130.65	155.83	27,343.96	1,772.86	940.67	137.32	30,194.81	260.30
Kent	24	435.2	364.5	19,128.11	1,342.90	135.73	302.02	20,908.76	1,655.23	419.73	99.12	23,082.84	---------
Montgomery	39	1,149.1	874.9	41,012.87	1,620.98	*997.17	*194.11	43,825.13	*3,878.59	5,224.73	*563.32	53,491.77	---------
Prince George's	35	970.4	779.0	28,336.42	2,509.59	246.61	141.30	31,233.92	2,851.06	5,371.91	10.00	39,466.89	10,108.42
Queen Anne's	36	832.5	675.8	31,931.37	881.28	522.23	798.50	34,133.38	1,576.06	744.56	761.05	37,215.05	202.16
St. Mary,s	44	1,228.4	894.9	29,164.68	1,654.60	381.30	225.00	31,425.58	1,467.78	1,859.59	17.45	34,770.40	91.98
Somerset	30	877.7	708.0	22,564.18	1,514.21	*117.65	*319.00	24,515.04	1,329.25	1,700.39	*76.20	27,620.88	103.84
Talbot	15	353.1	299.1	13,240.09	389.75	84.82	--------	13,714.66	903.56	516.97	---------	15,135.19	54.83
Washington	78	2,120.0	1,644.0	68,430.00	402.00	481.83	103.12	69,416.95	3,904.16	---------	---------	73,321.11	---------
Wicomico	42	1,206.6	992.4	34,314.24	*1,535.79	*268.69	53.47	36,172.19	2,355.74	1,892.92	170.00	40,590.85	160.01
Worcester	35	802.0	620.7	24,759.97	*1,443.00	238.05	*80.25	26,521.27	1,244.09	544.81	429.56	28,739.73	---------
Total	1,093	27,982.9	22,237.6	$899,128.72	$37,393.45	$9,667.97	$5,100.26	$951,290.40	$67,088.49	$44,249.79	$4,531.21	$1,067,162.89	$29,377.31
Cost per Pupil Belonging	----	-------	-------	$32.14	$1.33	$0.35	$0.18	$34.00	$2.39	$1.58	$0.16	$38.13	$1.05
Cost per Pupil Attending	----	-------	-------	40.43	1.68	.43	.23	42.77	3.01	1.99	.20	47.97	1.32

*Estimated.

TABLE XXXV

DISBURSEMENTS EXCLUSIVE OF GENERAL CONTROL AND SUPERVISION IN WHITE TWO TEACHER SCHOOLS FOR THE YEAR ENDING JULY 31, 1923.

COUNTY	No. of Teachers	Average No. Belonging	Average Attendance	Salaries	Textbooks	Materials	Other Costs	Total Cost of Instruction	Operation	Maintenance	Auxiliary Agencies	Total Current Expenses	Capital Outlay
Allegany	30	883.8	772.7	$37,419.03	$723.64	*$370.65	*$16.29	$38,529.61	$2,108.78	$567.81	$414.81	$41,621.01	$2,749.91
Anne Arundel	24	671.6	552.9	25,500.34	735.60	*192.58	*281.50	26,710.02	3,448.06	882.70	1,354.85	32,395.63	8,987.68
Baltimore	74	2,514.7	2,049.9	111,627.04	2,648.19	1,044.81	--------	115,320.04	9,000.93	8,708.80	4,915.17	137,944.94	15,356.93
Calvert	6	172.0	144.3	6,688.25	188.73	25.54	--------	6,902.52	186.14	376.80	400.00	7,865.46	75.00
Caroline	16	422.5	364.5	12,616.11	275.75	126.00	80.78	13,098.64	1,436.57	701.72	---------	15,236.93	3,244.14
Carroll	24	676.0	534.0	18,968.20	985.00	365.00	175.00	20,493.20	1,483.90	614.44	188.32	22,779.86	---------
Cecil	16	456.6	393.6	16,192.38	593.58	91.32	--------	16,877.28	1,212.05	208.94	658.00	18,956.27	267.86
Charles	18	502.1	413.9	14,740.74	895.50	9.94	35.86	15,682.04	408.38	205.43	---------	16,295.85	1,372.58
Dorchester	22	605.3	466.6	18,354.54	869.04	97.20	--------	19,320.78	1,312.36	1,184.85	19.00	21,836.99	---------
Frederick	46	1,395.0	1,131.3	41,546.37	*1,836.92	*601.83	*653.20	44,638.32	4,079.52	1,250.13	130.80	50,098.77	6,630.61
Garrett	30	848.3	723.1	22,063.35	*1,268.36	*105.20	*7.27	23,444.18	*1,260.95	*1,240.23	50.93	25,996.29	2,827.04
Harford	26	847.7	720.4	24,593.69	571.71	108.35	15.00	25,288.75	1,929.95	372.98	50.00	27,641.68	909.69
Howard	12	342.0	273.7	9,873.25	500.91	74.31	87.50	10,535.97	826.37	120.69	620.00	12,103.03	6,879.78
Kent	8	240.9	202.7	8,651.09	344.90	44.46	59.04	9,099.49	1,028.39	170.00	33.04	10,330.92	---------
Montgomery	26	769.2	621.5	27,069.57	1,763.65	1,015.04	275.97	30,124.23	2,806.27	3,712.58	808.79	37,451.87	---------
Prince George's	36	1,026.5	854.3	32,560.30	2,427.76	232.05	147.50	35,367.61	3,994.46	3,954.47	360.00	43,676.54	18,721.14
Queen Anne's	14	397.0	346.7	14,885.91	327.00	198.50	357.00	15,768.41	675.41	1,090.30	1,140.47	18,674.59	349.54
St. Mary,s	16	499.3	394.3	12,482.75	550.00	190.00	100.00	13,322.75	536.43	926.07	10.00	14,795.25	2,751.46
Somerset	16	480.6	385.8	13,197.44	648.66	48.81	210.52	14,105.43	501.32	669.26	*28.19	15,304.20	13.15
Talbot	12	361.5	298.3	14,465.11	351.86	95.63	59.62	14,972.22	1,779.95	550.11	1,815.40	19,117.68	85.87
Washington	38	1,126.0	911.0	37,080.00	1,073.00	317.42	103.62	38,574.04	2,031.14	---------	---------	40,605.18	15,953.42
Wicomico	16	406.8	346.5	15,206.05	*574.32	97.20	20.09	15,897.66	1,132.67	303.41	972.02	18,305.76	66.33
Worcester	14	359.8	286.0	9,174.18	534.00	90.74	36.21	9,835.13	815.02	96.11	---------	10,746.26	---------
Total	540	16,005.2	13,188.0	$544,955.69	$20,688.08	$5,542.58	$2,721.97	$573,908.32	$43,995.02	$27,907.83	$13,969.79	$659,780.96	$87,242.13
Cost per Pupil Belonging	----	-------	-------	$34.00	$1.29	$0.35	$0.17	$35.84	$2.75	$1.74	$0.87	$41.20	$5.45
Cost per Pupil Attending	----	-------	-------	41.31	1.57	.42	.21	43.51	3.33	2.12	1.06	50.02	6.62

*Estimated.

TABLE XXXVI

DISBURSEMENTS, EXCLUSIVE OF GENERAL CONTROL AND SUPERVISION, IN WHITE GRADED SCHOOLS FOR THE YEAR ENDING JULY 31, 1923

COUNTY	No. of Teachers	Average No. Belonging	Average Attendance	Salaries	Textbooks	Materials	Other Costs of Instruction	Total Cost of Instruction	Operation	Maintenance	Auxiliary Agencies	Total Current Expense	Capital Outlay
Allegany	221.6	8,306.0	7,503.0	$283,962.53	$10,656.28	*$6,106.76	*$235.85	$300,961.42	$31,367.29	$2,691.56	$3,779.68	$338,799.95	$226,355.21
Anne Arundel	81.7	3,069.9	2,657.2	85,457.53	3,549.60	*721.20	*1,355.02	91,083.35	12,923.86	3,105.66	13,567.30	120,680.17	142,151.41
Baltimore	189	8,211.1	6,995.3	284,036.70	6,418.60	4,104.57	---------	294,559.87	32,242.99	16,629.16	22,883.65	366,315.67	74,614.12
Calvert	---	---	---	---	---	---	---	---	---	---	---	---	---
Caroline	37	1,468.0	1,282.0	32,613.20	885.13	187.17	175.00	33,860.50	5,548.63	1,006.97	4,459.00	44,875.10	468.04
Carroll	68.5	2,157.7	1,786.4	65,458.45	2,725.00	692.00	476.52	69,351.97	7,324.19	937.45	1,049.99	78,663.60	8,541.88
Cecil	39	1,437.6	1,248.3	44,415.51	1,868.88	294.18	8.20	46,586.77	4,049.58	867.61	1,211.08	52,715.04	8,501.26
Charles	7	232.0	207.0	8,522.63	325.79	35.85	---------	8,884.27	1,234.92	---------	---------	10,119.19	---------
Dorchester	40	1,397.2	1,216.4	39,273.00	1,932.83	220.13	---------	41,425.96	4,304.59	2,421.11	50.00	48,201.66	119.70
Frederick	102.1	3,700.3	3,234.3	107,090.60	*3,176.98	*1,420.10	*1,311.93	112,999.61	14,121.88	2,093.50	2,729.73	131,944.72	29,233.82
Garrett	32	1,031.3	912.5	27,111.99	*2,099.37	*184.32	*12.26	29,407.94	*3,240.21	*9,779.69	43.83	42,471.67	---------
Harford	41.8	1,544.7	1,344.8	41,730.29	1,530.32	599.18	40.03	43,899.82	5,414.03	2,451.94	271.05	52,036.84	3,744.23
Howard	20.6	743.4	641.7	19,897.50	818.32	413.59	413.41	21,542.82	2,198.02	802.79	95.86	24,639.49	1,356.40
Kent	30	907.9	806.7	30,603.60	1,159.04	157.08	223.33	32,143.05	6,146.63	657.81	2,603.25	41,550.74	2,190.72
Montgomery	56.6	1,989.1	1,702.0	69,195.85	4,459.91	2,691.52	316.15	76,663.43	10,562.64	6,254.79	9,137.15	102,618.01	41,825.34
Prince George's	102	3,678.7	3,170.2	100,886.21	9,078.02	796.07	520.00	111,280.30	15,741.60	12,639.94	7,368.44	147,030.28	89,568.04
Queen Anne's	20.2	671.0	601.0	21,774.50	511.00	348.05	618.38	23,251.93	2,058.19	1,034.19	780.42	27,124.73	61.23
St. Mary's	3	106.7	76.9	2,194.00	180.00	30.00	25.00	2,429.00	162.90	184.42	---------	2,776.32	---------
Somerset	40	1,433.5	1,235.6	34,824.30	3,231.36	275.26	703.60	39,034.52	3,087.16	1,163.57	*144.00	43,429.25	---------
Talbot	35.8	1,195.1	1,041.6	34,188.61	742.43	366.84	.51	35,298.39	5,550.85	2,816.38	6,001.09	49,666.71	31,243.25
Washington	164	6,576.5	5,783.4	165,422.81	7,513.69	1,134.25	372.36	174,443.11	15,088.05	3,584.80	2,431.25	195,547.21	23,547.19
Wicomico	56	2,018.8	1,801.6	52,497.21	2,256.27	380.00	78.50	55,211.98	6,635.12	2,459.10	829.07	65,135.27	3,410.27
Worcester	41	1,423.2	1,250.4	36,511.00	*2,130.46	743.83	250.38	39,635.67	4,590.68	1,141.63	5,713.36	51,081.34	---------
Total	1,428.9	53,299.7	46,498.4	$1,587,668.02	$67,249.28	$21,901.95	$7,136.43	$1,683,955.68	$193,594.01	$74,724.07	$85,149.20	$2,037,422.96	$686,932.11
Cost per pupil Belonging	------	------	------	$29.79	$1.26	$0.41	$0.13	$31.57	$3.63	$1.40	$1.61	$38.21	$12.87
Cost per pupil Attending	------	------	------	34.13	1.45	.47	.15	36.18	4.16	1.60	1.86	43.80	14.76

*Estimated.

TABLE XXXVII

DISBURSEMENTS EXCLUSIVE OF GENERAL CONTROL IN COLORED ELEMENTARY AND HIGH SCHOOLS FOR THE YEAR ENDING JULY 31, 1923.

COUNTY	No. of Teachers	Average No. Belonging	Average Attendance	Salaries and Expenses of Supervision	Salaries of Teachers	Textbooks	Materials of Instruction	Other Costs of Instruction	Total Cost of Supervision and Instruction	Operation of School Plant	Maintenance of School Plant	Auxiliary Agencies	Total Current Expenses	Capital Outlay
Allegany, El.	6	238.2	208.7	----------	$7,328.25	$460.60	$26.11	$3.40	$7,818.36	$873.57	$94.63	$0.82	$8,787.38	$421.00
High	4	35.2	32.9	----------	5,879.00	118.84	50.18	2.65	6,050.67	704.33	28.47	10.83	6,794.30	430.50
Anne Arundel, El.	60	2,517.0	1,792.5	$1,580.57	29,987.98	2,893.84	2.91	1.78	34,467.08	3,013.68	2,019.23	----------	39,499.99	14,090.28
High	5	54.2	48.1	----------	4,600.00	87.62	128.76	----------	4,816.38	659.46	----------	----------	5,475.84	2,862.45
Baltimore	45	1,694.4	1,279.5	----------	51,147.66	1,214.48	711.70	----------	53,073.84	5,060.47	2,176.20	1,503.28	61,813.79	33,778.67
Calvert	24.6	1,117.1	729.5	470.00	9,324.17	360.54	164.55	----------	10,319.26	427.60	270.23	----------	11,017.09	82.00
Caroline, El.	27	1,003.0	766.0	742.11	11,328.63	422.65	319.00	60.00	12,872.39	1,935.55	815.88	----------	15,653.82	----------
High	1.4	16.4	14.1	----------	988.05	35.25	460.46	----------	1,483.76	73.20	----------	----------	1,556.96	----------
Carroll	12.4	382.6	275.8	589.27	6,393.82	323.00	232.84	25.00	7,563.93	845.20	257.83	450.90	9,117.86	----------
Cecil	18.4	498.5	371.9	701.07	11,746.23	657.43	249.42	236.07	13,590.22	1,297.13	422.26	255.61	15,565.22	25.00
Charles, El.	36	1,502.7	1,044.6	750.00	14,387.33	1,960.20	173.37	135.00	17,405.90	770.79	293.00	----------	18,469.69	5,224.95
High	1.5	14.0	12.4	----------	1,140.00	36.00	71.66	5.24	1,252.90	24.00	----------	----------	1,276.90	----------
Dorchester, El.	51	1,656.6	1,214.8	744.99	19,696.82	1,272.05	----------	----------	21,713.86	1,858.74	1,270.34	----------	24,842.94	1,352.48
High	3.4	73.0	63.8	----------	2,632.35	262.47	333.51	----------	3,228.33	468.15	200.80	----------	3,897.28	----------
Frederick, El.	35	1,044.9	884.2	1,059.18	17,052.75	992.63	410.56	----------	19,515.12	2,378.32	834.61	276.45	23,004.50	252.95
High	2.2	48.3	43.7	----------	1,864.00	36.77	70.18	----------	1,970.95	98.71	60.32	104.86	2,234.84	14,147.61
Harford	26.4	830.6	664.2	720.00	14,496.95	715.97	138.88	29.50	16,101.30	1,041.97	374.49	261.46	17,779.22	6,668.67
Howard	17.6	737.1	523.4	400.28	8,230.47	580.95	15.95	----------	9,227.65	718.65	286.74	----------	10,233.04	2,488.32
Kent, El.	30	974.0	715.0	639.00	12,606.93	577.60	150.75	275.75	14,250.03	1,927.60	426.78	2.00	16,606.41	----------
High	2.4	20.3	17.6	----------	1,616.00	42.00	----------	25.00	1,683.00	136.27	28.62	----------	1,847.89	----------
Montgomery	36.2	1,610.5	1,303.9	1,485.57	18,386.55	454.00	364.13	26.28	20,716.53	1,927.12	1,023.47	72.00	23,739.12	----------
Prince George's	59.4	2,477.6	1,891.1	1,345.42	32,011.29	2,254.47	472.85	88.00	36,172.03	3,951.97	2,251.02	23.75	42,398.77	26,114.27
Queen Anne's	22.4	923.0	678.0	709.00	10,714.80	296.90	333.89	9.48	12,064.07	825.47	327.29	----------	13,216.84	65.00
St. Mary's	35	1,186.9	747.5	1,038.71	12,202.36	890.60	394.43	148.00	14,674.10	852.70	616.27	----------	16,143.07	109.34
Somerset	45	2,105.0	1,695.3	1,216.00	19,471.90	1,772.20	324.34	325.00	23,109.44	1,469.40	433.13	----------	25,011.97	294.23
Talbot, El.	33	1,236.7	1,048.4	772.02	15,478.11	667.41	143.94	----------	17,061.48	2,237.98	596.34	----------	19,895.80	1,213.79
High	2.4	34.0	29.7	----------	1,960.00	147.48	388.66	184.77	2,680.91	111.61	30.62	----------	2,823.14	13.57
Washington	12	339.0	277.0	----------	7,845.00	----------	114.00	33.32	7,992.32	726.35	----------	----------	8,718.67	----------
Wicomico, El.	37	1,483.3	1,257.8	1,241.53	17,815.08	754.64	55.36	----------	19,866.61	1,447.42	768.56	26.52	22,109.11	3,740.83
High	4	105.0	95.1	----------	3,144.10	116.27	221.45	2.25	3,484.07	766.05	767.17	71.58	5,088.87	34.81
Worcester	42.4	1,718.6	1,376.9	1,075.00	17,055.45	*994.98	231.01	50.00	19,406.44	2,076.08	661.81	----------	22,144.33	6,107.13
All Counties, El.	711.8	27,277.3	20,746.0	$17,279.72	$364,708.53	$20,517.14	$5,029.99	$1,446.58	$408,981.96	$37,663.76	$16,250.11	$2,872.79	$465,768.62	$102,028.91
High	26.3	400.4	357.4	----------	23,823.50	882.70	1,724.86	219.91	26,650.97	3,041.78	1,116.00	187.27	30,996.02	17,488.94
Baltimore City, Elementary	368	14,031.0	12,276.0	8,259.67	605,475.84	16,282.90	6,881.57	2,415.91	639,315.89	64,575.28	‡79,622.57	a27,711.11	811,224.85	†10,090.90
High	50	1,336.0	1,186.0	----------	87,284.29	6,572.34	3,753.13	2,300.56	99,910.12	7,231.22	‡24,521.62	a6,364.74	138,027.70	224,176.49
Maryland, Elementary	1,079.8	41,308.3	33,022.0	$25,539.39	$970,184.37	$36,800.04	$11,911.56	$3,862.49	$1,048,297.85	$102,239.04	$95,872.68	$30,583.90	$1,276,993.47	$112,119.81
High	76.3	1,736.4	1,543.4	----------	111,107.79	7,455.04	5,477.99	2,520.27	126,561.09	10,273.00	25,637.62	6,552.01	169,023.72	241,665.43

* Estimated.
† Estimated expenditure of $10,000 by Public Improvement Commission.
‡ Estimated expenditures in elementary schools of $5,400, and in senior high school of $18,880 by Inspector of Public Buildings. Remainder of repairs and rent disbursed by

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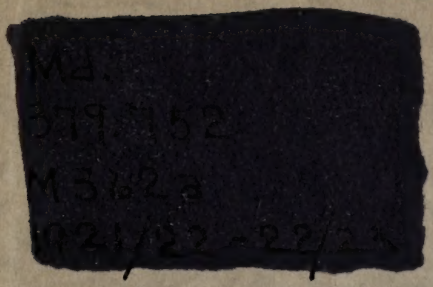
UNIV. OF MD. COLLEGE PARK



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